

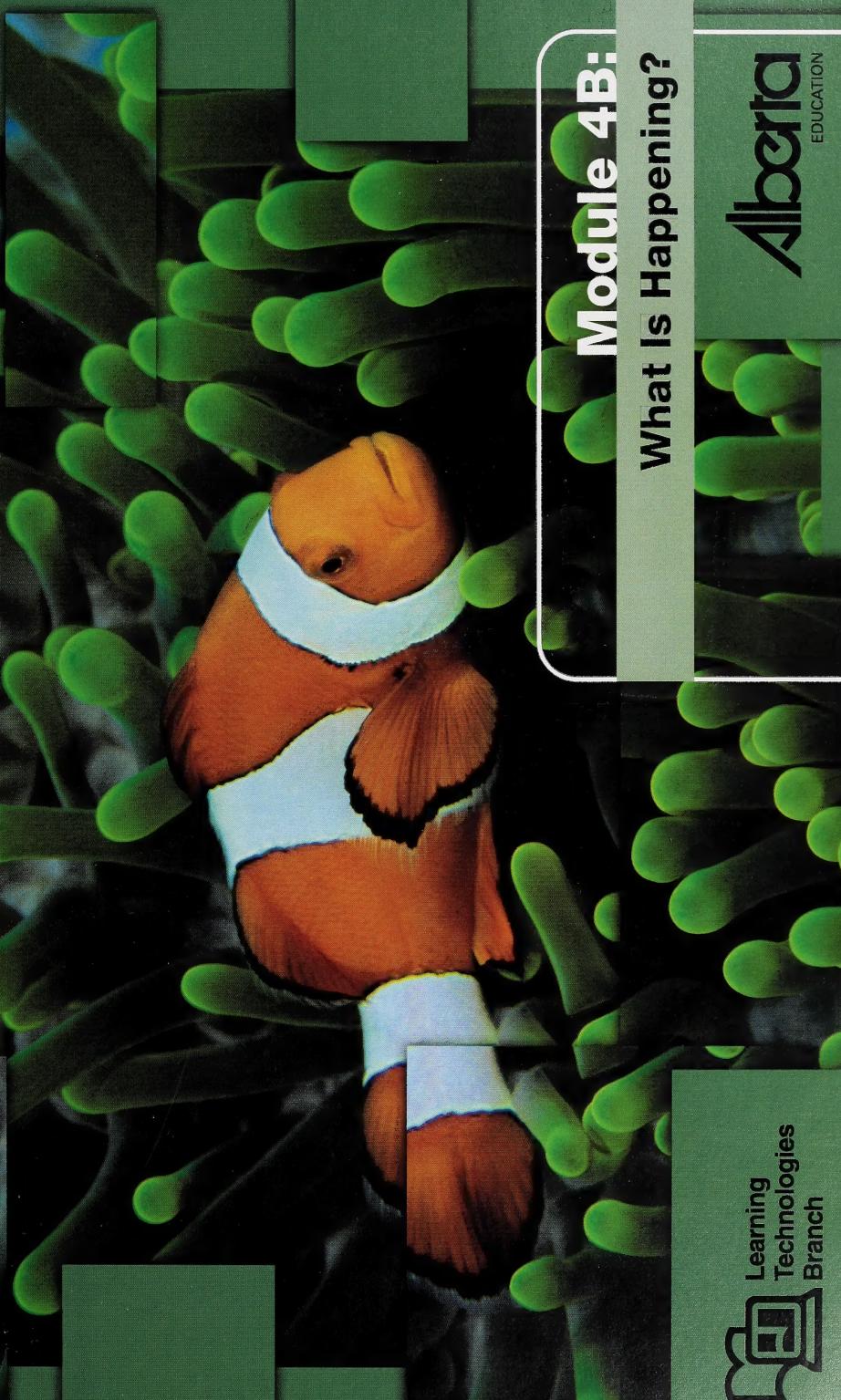
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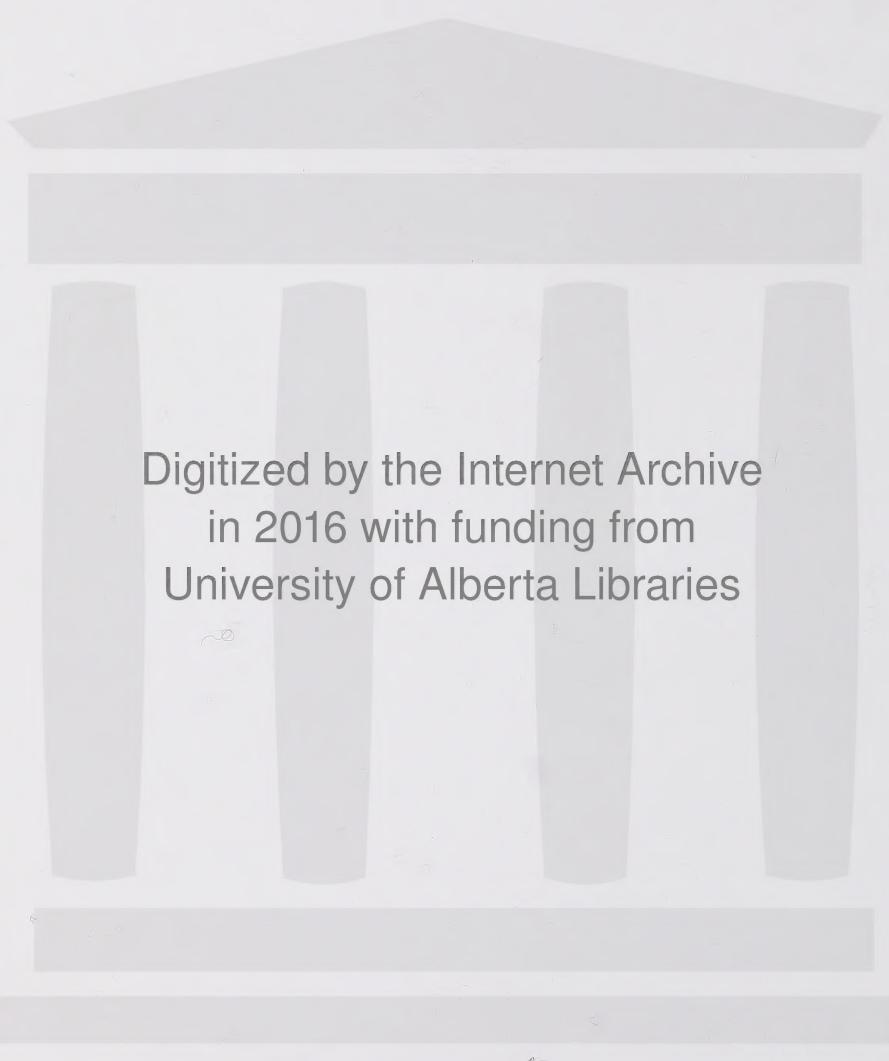
Module 4B:

What Is Happening?

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Grade Three Thematic



Module 4B:

What Is Happening?

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Grade Three Thematic
Module 4B: What Is Happening?

Student Module Booklet
Learning Technologies Branch

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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for

| | |
|------------------|---|
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
| Other | |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module Overview



Would you like to learn more about the things that are happening beneath the surface of the Earth? In this part of the module, you will journey through tunnels and under the sea.

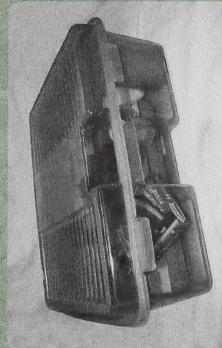
Over the next few days, you will learn more about rocks, minerals, undersea life, and much more. You will read, write, think, organize, and solve problems. It's time to begin!

What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 4B, you will need

- Module 4B Student Module Booklet
- Module 4B Assignment Booklet
- Writing Folder and Art Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Beneath the Surface*
- *Grade Three Thematic Audio CD, Grade Three Thematic Multimedia CD*
- interlined notebook or interlined paper for handwriting
- brushes, watercolour paints
- numbered rock samples
- labelled mineral samples
- science materials: foam trays like the kind used for baked goods, emery file, flashlight, magnifying glass, nail, unglazed porcelain tile (or the unfinished back of a glazed tile), white vinegar, chalk, medicine dropper, plastic cups
- photographs of bridges, buildings, and structures from Module 3
- coloured chalk, liquid starch or buttermilk, sugar

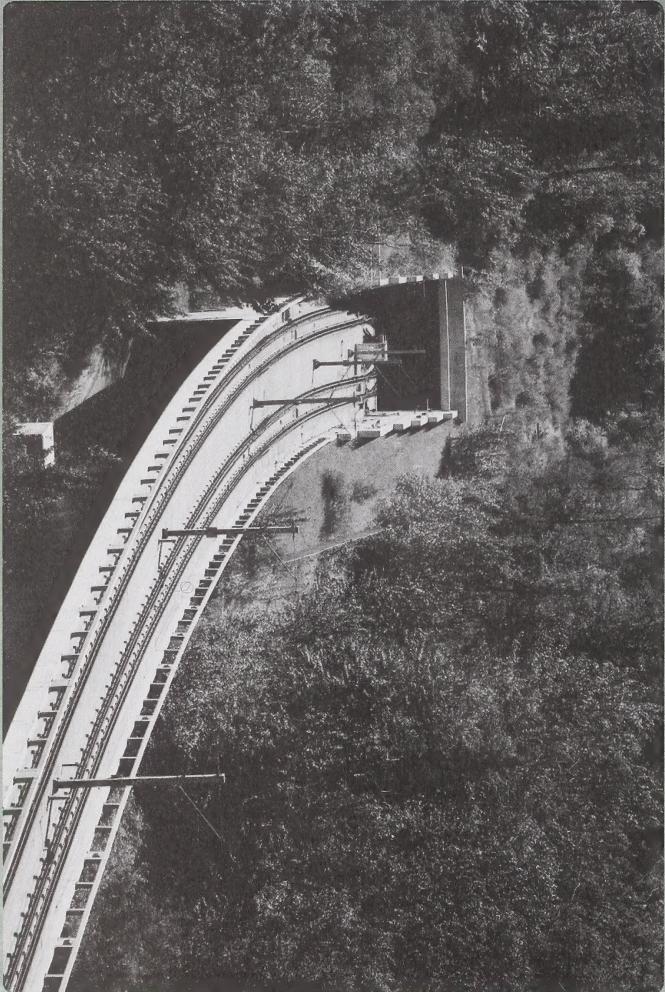
See the Home Instructor's Guide for more information.



Day 10

Tunnels

Your next adventures will take you beneath the surface of the Earth once more! Today you will learn about structures that are made by people and go under the Earth. Have you ever thought about how tunnels are made? You will look back to other man-made structures that you have studied and go on a field trip today too.



Getting Started

As you grow up, you need to learn to solve problems and make decisions on your own. Work toward solving problems and completing your work independently. You can do it!

Listen to the beginning of a story your home instructor will read to you. The main character in the story needs help to solve a problem. You will think of a way to solve the problem and make up an ending for the story. Tell your ending to your home instructor.

1. There are many different ways to solve problems. Read the examples below and check the ones you have used to solve a problem.

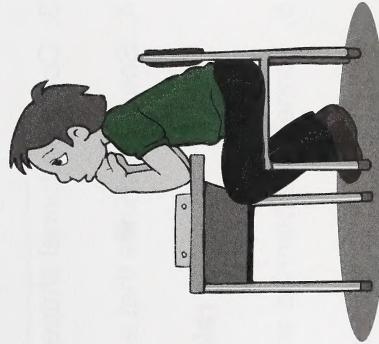
talk to someone wise

make a plan

test or try out a solution

guess

read new information



Read the introductory story in the Home Instructor's Guide.

Help the student to think of other ways to solve problems.

Can you think of other ways to solve a problem? Tell your home instructor your ideas.

Tunnels

tunnel: any underground passageway

Did you guess that Molly could reach the beaver dam safely by digging a **tunnel**?

What do you know about tunnels? Read each of the questions below and answer as many as you can. You may need to circle more than one answer in each question.

2. A tunnel is

a type of road **a bridge** **an underground passageway**

3. Common tunnel shapes are **circular** **square** **arched**.

4. Some machines that are used to dig tunnels are

rakes **boring machines** **cars**

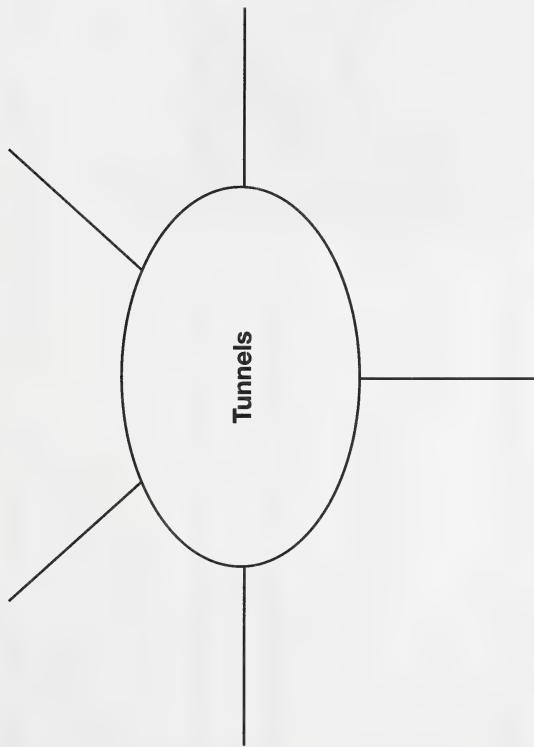
5. Tunnels are planned and designed by

librarians **soil experts** **engineers**

You have probably seen many different types of tunnels. Think about the tunnels that you have noticed and what they were used for.

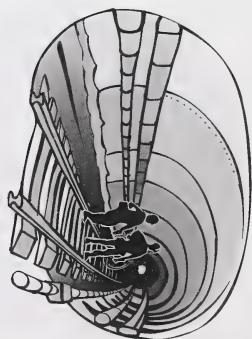


6. Complete the web below by listing as many different types of tunnels as you can think of.





Take out *Beneath the Surface*.



Find the Contents page. Look for the non-fiction article "Building Tunnels."

7. It is on page _____.

Turn to that page.

8. The author's name is _____.

The article has illustrations and photographs to make it more interesting.

9. The illustrator's name is _____.

10. The photographer's name is _____.

Look through the illustrations and photographs.

This article is divided into sections by several headings. Read the headings aloud to your home instructor. The headings will give you a good idea of what you will learn about in this article.

When you are doing research, headings can help you find the information that you want to know.

11. If you wanted to learn about tunnels from long ago, which heading would you look under?

12. If you wanted to find out how tunnels are built through rock, which heading would you look under?

You know that reading non-fiction articles can be more difficult than reading fiction because the ideas and words may be new.

Reading each paragraph and thinking about the main idea in the paragraph can help you understand non-fiction.

Your home instructor will read the first paragraph in the article aloud to you. Think about the main idea of the paragraph.

13. The main idea of this paragraph is _____



If necessary, remind the student that the main idea is one idea that summarizes, tells about, or describes the most important thought or point of the whole paragraph.

Read the first paragraph of “Building Tunnels” aloud.

supporting ideas:
information or ideas that tell
more about the main idea

- Supporting ideas tell more about the main idea. Read the first paragraph silently or aloud. Think about the ideas that tell more about the main idea.
14. Write some phrases to tell the supporting ideas in the first paragraph.

The student should write some phrases to list supporting ideas.

Read the second paragraph of "Building Tunnels" aloud.

Now your home instructor will read the next paragraph aloud. Think about the main idea of this paragraph.

15. The main idea of this paragraph is _____.
-
-
-

Read the second paragraph silently. Think about the ideas that tell more about the main idea.

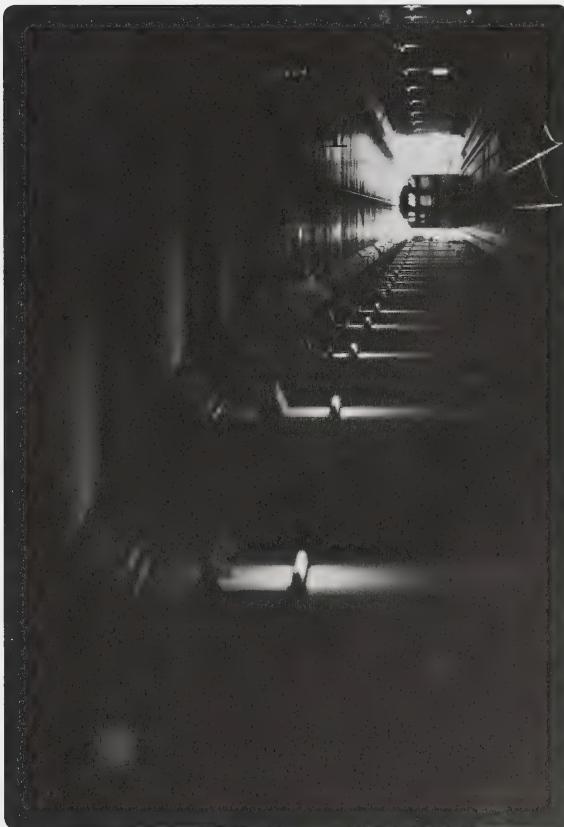
16. Write some phrases to tell the supporting ideas in the second paragraph.
-
-
-



The next section of the article tells about an experiment. You did an experiment like this to test the shape of bridge supports. Read pages 41 and 42.

17. Which shape was the strongest?

The last paragraph on page 42 tells you about some different shapes that tunnels may have. Reread the paragraph and think about the different types of tunnels.



18. Read the descriptions carefully and draw a picture to show what you think each type of tunnel would look like.

circular tunnel

basket-handle tunnel

vertical sidewall tunnel

Your home instructor will read the paragraphs on page 43 aloud to you. Write the main idea for each paragraph.

19. The main idea in the first paragraph is _____

20. The main idea in the second paragraph is _____

21. The main idea in the third paragraph is _____

Read page 43 to the student.



Read pages 44 and 45. In your Assignment Booklet, you will do more work with main ideas.



Go to Assignment Booklet 4B.
Do Assignment 1: Main Ideas.

Refer to the Home Instructor's Guide for spelling words and procedures.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.



Go to Assignment
Booklet 4B.
Do Assignment 2:
Spelling Pre-test.



Phonics

You have learned about compound words, the sounds of y, consonant blends, consonant digraphs, and r-controlled vowels over the last few weeks. Today you will do a review activity and complete the Checkup pages in your Phonics book.



Go to your Phonics book to review some of the sounds you have learned.

Read the word list at the top of page 85 to your home instructor. Follow the directions to complete the page.

After your home instructor marks your work, discuss any problems that you had.

When you are ready, do pages 89 and 90 by yourself. Remove the page from the Phonics book when you are done.



Put the page from your Phonics book in your Writing Folder. You will send it to your teacher on Day 18.

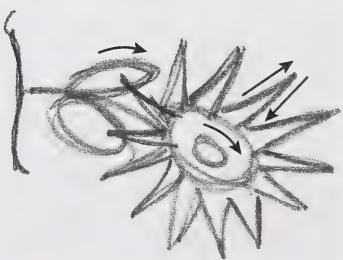
The student will read the word list at the top of page 85 aloud. Can the student read or decode words with blends, digraphs, /j/s, and r-controlled vowels?

Pages 86, 87, and 88 in the *Modern Curriculum Press Phonics* book may be used for extra practice and for reteaching any skills that are still difficult for your student.

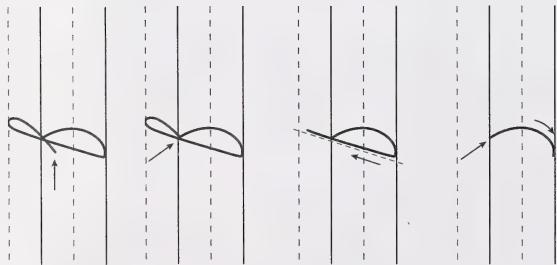
Handwriting

You will practise the capital letter J today.

Warm up by drawing two flowers like the one to the right.
Use right ovals for the flower centre and the leaves.
Use push-and-pull strokes to make the petals.

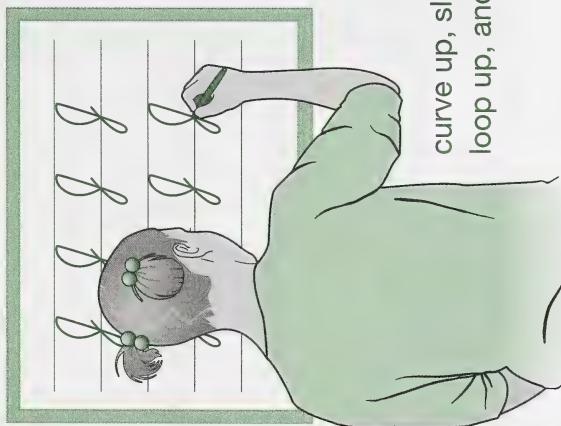


- The letter J begins on the baseline and curves to the left to the top line.
- The downstroke is on the correct slant and extends below the baseline to the next interline.
- Make a bottom loop that is one half-space long. It should cross at the baseline.
- Finish the loop about halfway to the interline.



Demonstrate how to form the letter *J* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.



curve up, slant down,
loop up, and across

Keep practising until you can make a very good *J* in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some J's on your paper or in your notebook. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter J goes below the baseline.



Monitor the student as he or she attempts to write the letter. Watch for correct formation and consistent slant.

Practise at least two rows of J's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. Look carefully at the J in the sentence. Notice how the J is joined to the letters that follow it.

Write the sentence on your paper or in your notebook.

John was born in June.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Man-Made Structures

You have learned about many types of man-made structures. You know that engineers, architects, and builders plan the structures so that they are strong, stable, and safe. They also try to make the structures "pleasing to the eye." Structures can be made strong and beautiful in different ways.



Repeating Elements

rhythm: repeating parts or elements



You probably noticed that many bridges and buildings have parts that repeat. The repeating parts give the building **rhythm**, just like the repeating beat in a song gives it rhythm.

Notice how the arches repeat on this bridge. Each arch is the same size and shape.

Texture

The texture of a structure can add to its beauty.

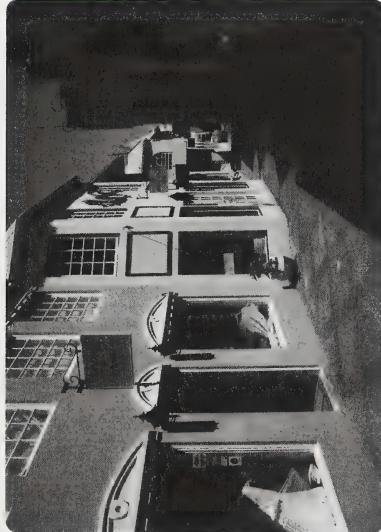
22. If you touched the bridge in the picture, it would feel _____



Decorations

Architects improve the appearance of structures by adding **decorations**. The decorations may form a pattern or call attention to an interesting part of the structure. Unusual windows and doors can also make a building more interesting.

Do you remember when you took pictures of bridges and other structures?



decoration: the addition of ornaments to make something more attractive



Take out your photographs of bridges, buildings, or other structures.

The student will point out examples of repeating elements, interesting textures, or decorative trims.

Look at each of your photographs. Talk about places that you see repeating elements or patterns, interesting textures, or decorations. Discuss each photograph with your home instructor.



Choose two of your favourite photographs. You will write about the photographs in Assignment Booklet 4B. Do Assignment 3: Man-Made Structures.

Discuss each of the questions with the student.

A Tunnel in My Community

Are there any tunnels in your community or in a community close to you? Have you noticed tunnels on vacations or trips? Think about the tunnels that you have seen. Were they blasted through rock, dug through earth, or built under water? Were the tunnels used for transportation by cars, trains, or subways? Have you walked through tunnels to get from one building to another? Have you noticed mine tunnels or tunnels to transport water? Discuss these questions with your home instructor.

Look at the tunnels in the pictures below; then answer the questions on the next page.



23. The tunnel entrances are

circular horseshoe-shaped rectangular

24. The tunnels are used by

trains and trolleys people walking cars and trucks

If there is a tunnel near your home, visit it. Take a pencil and paper with you. Sketch the shape of the tunnel entrance. Under the sketch, write what the tunnel is used for and anything else that you observe about it.

Story Time

Find a comfortable spot. Listen as your home instructor reads to you.



Looking Back

What did you learn about tunnels that you didn't know before? Did you find a tunnel to visit?

Did you find it easy or difficult to find the main idea of a paragraph?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

decoration: the addition of ornaments to make something more attractive

rhythm: repeating parts or elements

supporting ideas: information or ideas that tell more about the main idea

tunnel: any underground passageway

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Day 11

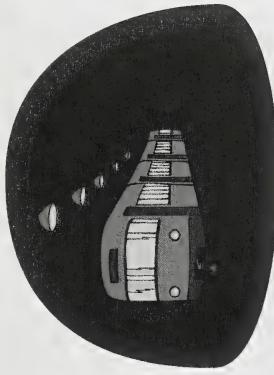
“Jonathan Cleaned Up”

Today you will listen to a funny story about a boy with a BIG problem. You will learn about the Canadian author of this story, talk about contractions, and work with your rock samples.



Getting Started

What do you know about **subways**? Have you ever ridden on a subway train? What are subway tunnels like? Tell your home instructor what you know about subways.



subway: an electric railway running mainly underground in a city

“Jonathan Cleaned Up”



Take out *Beneath the Surface*.

Look at the Contents page. Find the story “Jonathan Cleaned Up—Then He Heard a Sound.”

1. This story is written by _____.

Turn to page 54. Read the information about the author.

2. Robert Munsch has sold over _____ books.

3. He lives in _____ with his wife and three children.

4. Have you read or heard any stories by Robert Munsch? _____

If the student is unfamiliar with subways, you may want to spend some time looking at books that tell about subway transportation. See the Additional Resources list in the Home Instructor's Guide for possible titles.

Robert Munsch is a very good storyteller. Most of his stories are told to children many times before he writes them down. He writes down only the stories that children really like. He adds lots of interesting sound effects and expression to the stories when he tells them.

This biography is quite long, but humorous and enjoyable. You may need to read it aloud to your student.

Assist the student with locating the selection on the *Grade Three Thematic Audio CD*. It is Track 5 on the CD.



To learn more about Robert Munsch, visit his website at
<http://www.robertmunsch.com>. Choose the button marked
 "Biography" to find out many interesting things about Robert Munsch.



Take out your *Grade Three Thematic Audio CD*.

Now close the book and listen to "Jonathan Cleaned Up—Then He Heard a Sound"¹ on a CD player or a computer with a CD drive.

The student will retell the story to you.

Tell your home instructor what happens in the story. Add expression to your voice. Make your home instructor laugh!



¹ Robert Munsch, "Jonathan Cleaned Up," (Guelph: Annick Press Ltd., n.d.), <<http://www.robertmunsch.com/playstory.cfm?id=34>> (6 May 2003). Reproduced by permission.

Choose the best answer for each of the following questions.

5. What was Jonathan's biggest problem?

- His mom went to get noodles.
- His house suddenly became a subway station.
- A man went to sleep on his sofa.
- Jonathan didn't like to clean up.

6. How did the house get so messy?

- The subway train made a mess.
- Jonathan made a mess.
- The people from the train made a mess.
- The man on the sofa made a mess.

7. Did Jonathan's mom believe him when he first told her about the train?

- Yes
- No

8. All of the people got off the train at Jonathan's house because

- they wanted a snack from the refrigerator
- they wanted to make a mess
- the train started there
- it was the last stop

Module 4B: What Is Happening?

9. When Jonathan complained to the conductor, he said,

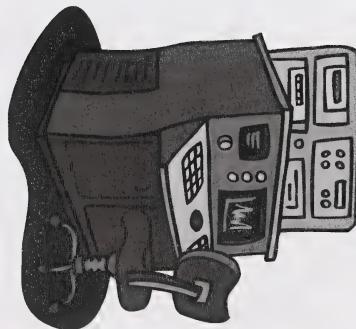
- “Go see the computer.”
- “Go to City Hall.”
- “Go for lunch.”
- “Go get a new fridge.”

10. How did Jonathan solve the problem?

- The mayor changed the subway station for him.
- He talked to the computer.
- He brought blackberry jam for the old man behind the computer, and the old man changed the station.
- He got the subway boss to change the station.

At the end of the story, Jonathan whispered in the old man's ear to tell him where to put the subway station.

11. Where did Jonathan tell the old man to put the station?



Spelling

Find your spelling pre-test from Day 10 in your Assignment Booklet. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise.

Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor’s Guide for suggested thematic words.



Take out your Writing Dictionary. You will add your new spelling words to the dictionary.

Write all the spelling words from the Day 10 pre-test in your dictionary. The words are

**don’t didn’t wasn’t you’ll
they’re couldn’t there’s**

Be sure the student spells each word correctly.

Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

Remember, you can use your Writing Dictionary to help you spell words as you write. Add any words that you find difficult to your Writing Dictionary.

Phonics

12. What did you notice about your spelling words?

| |
|--------|
| D d |
| dress |
| dirt |
| don't |
| didn't |
| |
| |

contraction: two words that are combined, leaving out one or more letters
An apostrophe shows where letters are missing.
For example, didn't is the contraction for did not.

Your spelling words are all **contractions**. Contractions are a short way of writing some common words. You probably use contractions most of the time when you speak.



I usually say don't instead of do not or I'll instead of I will.

When you use contractions, you take a shortcut and leave out some letters. You use an **apostrophe** to show that letters are missing.

13. Circle the apostrophe in each of your spelling words.

don't **didn't** **wasn't** **you'll** **they're** **couldn't** **there's**

apostrophe: a punctuation mark (')

An apostrophe has two main uses:

- In contractions, it shows that some letters are missing. For example, the apostrophe in isn't shows where the o is missing from is not.
- It shows possession. For example, "the cat's tail" means "the tail belonging to the cat."

14. Draw a line to match each contraction to the two words that mean the same.

didn't • was not

you'll • do not

wasn't • you will

don't • did not

15. Draw a line to match each contraction to the two words that mean the same.

couldn't • they are

there's • could not

they're • there is



They're sister and brother.

Handwriting

You will practise the capital letter T today.

Warm up by drawing a bridge like the one in the picture. Use push-and-pull strokes and swing strokes to make the bridge.



- The letter T starts just below the top line and goes right.

- The downstroke line is on a slant and has a slight bend in it.

- The tail swings to the left and ends above the baseline. Notice how the tail of the T ends about halfway to the interline.



Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.

Demonstrate how to form the letter *T* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.



dot, across,
slant down,
and swing left

Keep practising until you can make a very good *T* in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some T's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter T sits on the baseline.



Monitor the student as he or she attempts to write the letter. Watch for correct formation and consistent slant.

Practise at least two rows of T's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. Look carefully at the T in the sentence. The T is not joined to the letters that follow it.

Write the sentence on your paper or in your notebook.



T is for tower.

Tom took the train to Toronto.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a Robert Munsch book to read. When you are done, discuss what you read with your home instructor.

Working with Rock Samples



Take out your rock samples, magnifying glass, and Rock Chart from Day 6.

Today you will complete the Rock Chart and discover the name of each rock in your samples.

The next test that you will do with your rock samples is called a vinegar acid test.

The Vinegar Acid Test

When you open a bottle of pop and pour it into a glass, you hear a fizzing sound and see bubbles. The fizz and bubbles occur because the soft drink is carbonated. It contains a gas called carbon dioxide.

carbonate: (v) to add carbon dioxide to produce bubbles and fizz

carbonates: (n) minerals that contain a salt or a natural compound of carbonic acid

You added baking soda to make your model volcano erupt. Another name for baking soda is sodium bicarbonate. The vinegar made the **carbonates** in the baking soda bubble and fizz.

Some types of rocks also contain carbonates. You can test the rocks for carbonates by putting a few drops of vinegar on them.

Gather the following materials:

- white vinegar
- chalk
- medicine dropper
- plastic cups or dishes

Follow these steps:

- Put 60 mL of vinegar in a plastic cup.
- Break off a small piece of chalk and drop it into the vinegar.

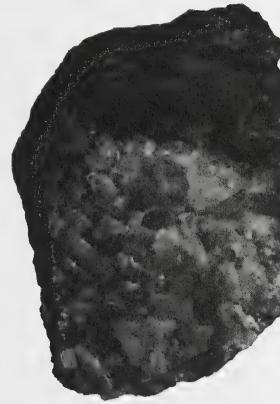
16. What happened?

If necessary, help your student follow the steps to complete the vinegar acid test.

The chalk contains carbonates.

Now you can try testing your rocks.

- Put one of your rock samples into a glass or a dish.
- Use the medicine dropper to drip several drops of vinegar on the rock.
- Listen for a fizzing sound. It may be very soft or quite loud. Look for bubbles.
- If you see bubbles and hear a fizzing sound, the rock contains carbonates. If there was no fizz or bubbles, the rock doesn't contain carbonates.
- Write fizz or no fizz on your Rock Chart.



If necessary, help your student follow the steps to complete the vinegar acid test.

For example, if you tested rock sample #1 and there was a fizzing sound and bubbles, you would write fizz on the chart.

| Sample | #1 | #2 | #3 | #4 | #5 | #6 | #7 |
|--------------|------|----|----|----|----|----|----|
| Vinegar Test | fizz | | | | | | |
| Cleavage | | | | | | | |

Test each rock sample in the same way.

Cleavage

Your rock samples are small bits of larger rocks. You will look at each of your samples to observe the **cleavage**, or how the rock broke.

The edges of the rock in the photo above show that it broke evenly.

If you have ever broken a rock by throwing it onto another rock, you probably discovered that some rocks break evenly and others break unevenly. You may see flat layers or a rough surface at the break. Sometimes the break of the rock is glassy or shiny.



This rock broke unevenly. The surface is very rough.



Look at each of your rock samples. Use the magnifying glass if you like. Write even, uneven, rough, flat, glassy, or layered to describe how the rock looks where it has been broken.

Rock Chart Key

Compare your Rock Chart to the key below. Can you match the characteristics of each rock sample to find out its name?

| | Limestone | Sandstone | Obsidian | Pumice | Granite | Marble | Shale |
|--------------|------------------|-------------------------|---------------|---------|----------------|--|---------------------------------------|
| Colour | grey or green | sandy, sometimes red | black | grey | multicoloured | usually white, sometimes multicoloured | white, red, green, grey, black, brown |
| Hardness | soft | soft | hard | medium | hard | hard | very soft |
| Lustre | earthy or dull | dull, some shiny grains | shiny, glassy | dull | somewhat shiny | usually dull | dull or earthy |
| Vinegar Test | fizz | no fizz | no fizz | no fizz | no fizz | fizz | no fizz |
| Cleavage | rough or layered | uneven or flat | glassy | uneven | rough | uneven | flat or uneven |

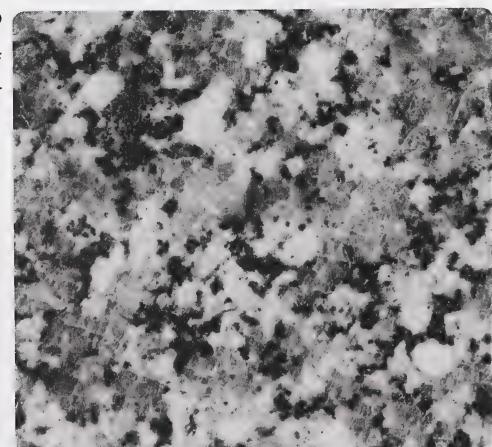
Do you think you know the names of each of your rock samples? You will write the names of your samples in your Assignment Booklet.



Go to Assignment Booklet 4B.
Do Assignment 4: Rock Samples.



Put your Rock Chart in your Writing Folder. You will send it to your teacher on Day 18.



Story Time

If you have an audiotape or CD of Robert Munsch stories, you may wish to let the student listen to one or two stories on that instead.

You may also choose to read some Robert Munsch books to your student.



Go to www.robertmunsch.com.

Choose "Storytime with Robert Munsch."

Then click on the story that you would like to hear.





Looking Back

Did you enjoy listening to and reading Robert Munsch stories today? What makes you laugh in the stories? Do you have a favourite Robert Munsch story?

Did you find it easy or hard to figure out the names of the rocks? Do you like working with rocks? Why or why not?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

apostrophe: a punctuation mark (')

An apostrophe has two main uses:

- In contractions, it shows that some letters are missing. For example, the apostrophe in isn't shows where the o is missing from is not.
- It shows possession. For example, "the cat's tail" means "the tail belonging to the cat."

carbonate: (v) to add carbon dioxide to produce bubbles and fizz

carbonates: (n) minerals that contain a salt or a natural compound of carbonic acid

cleavage: the splitting of minerals or rocks along natural planes of weakness

contraction: two words that are combined, leaving out one or more letters

An apostrophe shows where letters are missing. For example, didn't is the contraction for did not.

subway: an electric railway running mainly underground in a city

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Day 12 More Munsch

Did you enjoy the story about Jonathan? Today you will read the story aloud, learn more about Robert Munsch, and write him a letter. You'll work with your mineral samples too. Are you ready to get started?



Getting Started

Have you read any funny stories or jokes lately? What kinds of stories make you laugh? Do you have a favourite author who writes funny stories? Share your answers with your home instructor.

1. Did you think the story “Jonathan Cleaned Up” was funny? _____

Why or why not?



2. Could this story happen? _____

Why or why not?

3. Authors often use **exaggeration** to make a story funny. Exaggeration is when something is made to be more than it really is. How did Robert Munsch use exaggeration in his story?

4. What part did you like best?

5. Tell about a time you had to clean up a mess.

6. How do you think Jonathan felt about cleaning up the mess that the subway people made?

“Jonathan Cleaned Up”



Take out *Beneath the Surface*.



Look at the Contents page. Find the story “Jonathan Cleaned Up—Then He Heard a Sound.” Turn to the page where the story begins.

A good reader or storyteller uses an expressive voice to make the story interesting. What kind of things did Robert Munsch do to make the story funny and interesting? Tell your home instructor.

Now it's your turn to read the story aloud. You will partner read with your home instructor. You will read one page and your home instructor will read the next.

Try to use lots of expression as you read. Make your voice louder and softer. Make up funny voices for the characters. Read fast and slow. Have fun with it!

Read the first page aloud now.

In the third paragraph, one of the sentences is printed in capital letters:

“LAST STOP! EVERYBODY OUT!”

7. Why do you think the words are written in capital letters?



Listen as your home instructor reads page 48.

Take turns reading the rest of the pages.

Jonathan was good at solving problems. He didn't give up when the mayor and the other workers left for lunch. Sometimes you just have to keep trying in order to solve a problem!

The student will discuss some of the techniques that Robert Munsch uses when he tells a story. Add any observations that you have about Robert Munsch's storytelling.

Read page 48 aloud. Model how to read with expression and exaggerate the characters' voices in the manner of Robert Munsch.

Imagine that Jonathan couldn't solve the problem when he went to City Hall. Think of another way to solve the subway problem. It can be silly or funny. Use your imagination!

8. Another way Jonathan could solve the problem is _____.

More About Robert Munsch

Did you read the biography on the Robert Munsch website?

Did you know the following things about Robert Munsch?

- Robert Munsch has three adopted children.
- He's the most popular writer of children's books in Canada and the United States.
- Most of his stories are about real kids.
- He loves to visit schools and daycares to tell his stories.
- He often stays with families rather than at hotels when he's travelling.
- Many of the ideas he gets for stories come from the things that happen when he is visiting a home or a school.



In Module 3 you wrote a letter to the Three Bears. Today you will write a letter to Robert Munsch and mail it. Maybe he will answer your letter!

Write a Letter

You learned that the five parts of a friendly letter are the **heading, closing, greeting, body, and signature**.

9. Use the bold words above to label the parts of the letter.

The student can label the parts of the letter by writing the words on the lines. If necessary, review the terms with the student.

#12 Forest Cottage Street

Great Woods, Alberta

A3C 2B4

February 22, 2005

Dear Bears,

I am sorry I ate your porridge and messed up your beds. I am really sorry that I broke Little Bear's chair. I'd be happy to pay for the chair. Come to my house for muffins and milk next week.

Yours sincerely,

Goldilocks



Take out a sheet of lined paper.

Think about what you would like to say to Robert Munsch. You can use some of the ideas below or think of your own ideas.

Tell him about funny experiences that you have had.

Compare yourself to one of the characters in his books.

Write about which of his books you like best and why.

Tell him what you liked about the story "Jonathan Cleaned Up."

Tell him about the place you live.

Ask any questions you might have.



Write your letter on the lined paper or use a computer. Be sure to include your full address in the heading so that Robert Munsch can write back to you. Sign the letter with your first and last name.

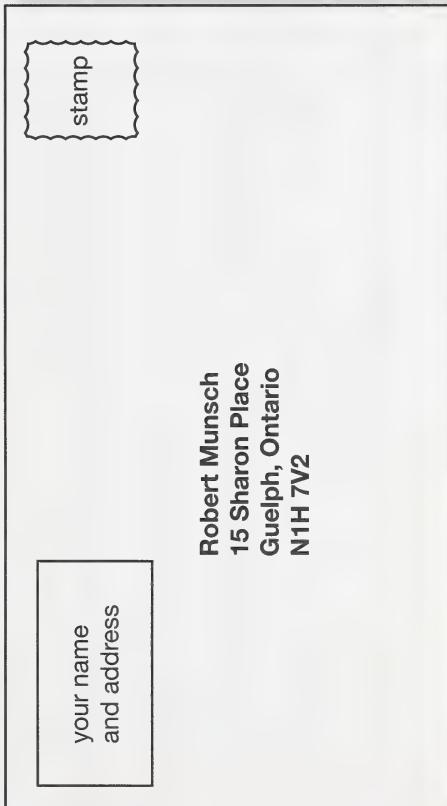
When your letter is finished, ask your home instructor to help you edit it. Make any corrections that you need to. If you are writing the letter by hand, you may have to rewrite the letter on a new piece of paper. You want it to be neat!

Put your letter in an envelope. Use the picture of the envelope below to help address your letter to Robert Munsch. Add your return address to the upper left corner of the envelope. Put a stamp on the upper right corner of the envelope.

Assist the student with formatting the letter and ensure that the address in the heading is complete and correct.

Help the student edit the letter. If necessary, ask the student to rewrite the letter.

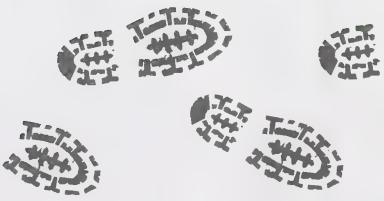
If this is the student's first experience addressing an envelope, monitor the process and be sure the student has put the address, return address, and stamp in the correct position.



Phonics

Read the poem.

Footprints by the window,
Gum stuck to the floor,
Ice cream on the carpet
Wasn't there before!
Five men on the sofa,
They're starting to snore!
What will I tell Mom
When she comes in the door?



10. What pictures did you see in your mind when you read the poem?

11. What mental picture from the poem made you smile or laugh?

12. Look carefully at the poem. Find two contractions in the poem and write them on the lines below.

You learned that contractions are a short way to write two words. Your home instructor will write some words on the chalkboard. Look at each contraction and tell which letters were left out.

13. Read the words below. Write the letters that were left out to make the contractions from the poem.

was not _____

they are _____



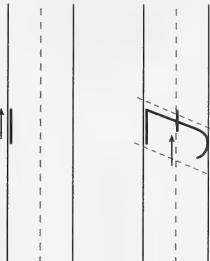
Go to your Phonics book to do more work with contractions. Read the instructions and do page 93.

Handwriting

You will practise the capital letter F today.

Warm up by drawing some bridges like the one in the picture. Use push-and-pull strokes and swing strokes to make three bridges.

- The letter F starts just like the letter T.



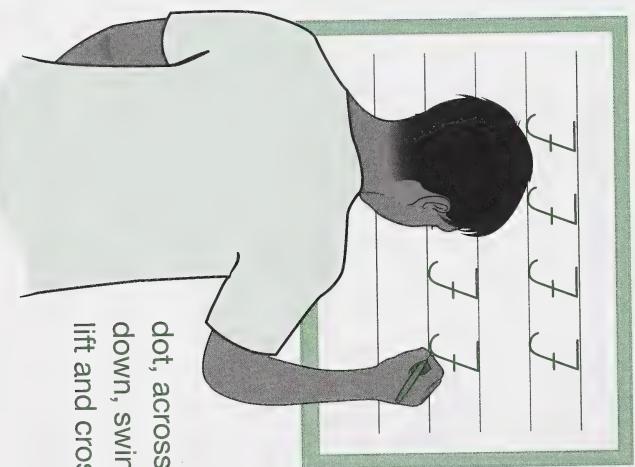
This warm-up activity should be done on the chalkboard or whiteboard.



- You finish the T and then make a line across it at the interline to turn it into an F.

Demonstrate how to form the letter *F* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.



Keep practising until you can make a very good *F* in handwriting.

Take out your interlined notebook or interlined paper.



Get ready to try some F's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter F sits on the baseline.



Practise at least two rows of F's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. Look carefully at the F in the sentence. The F is not joined to the letters that follow it.

Write the sentence on your paper or in your notebook.

Fred went to France.

Check the student's posture, paper position, and pencil grip.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a Robert Munsch book to read. When you are done, discuss what you read with your home instructor.

Goods and Services

You know that people work to produce goods or to do services. You talked about the goods and services that your family uses.



Take out your Phonics book and turn to page 91.



Look at the picture on page 91 and read the article.

14. What are the workers in this article called?

paleontologist: a scientist who studies prehistoric plants and animals through fossils, hardened shapes left in rocks

15. Do these workers produce goods to sell or do they do a service?

16. What kind of service do they perform?

Many workers produce goods to sell. When workers in a community produce more goods than they need, they can sell the extra goods to other communities.



When you learned about the Inuit, you found out that it is difficult to grow fruits and vegetables in the Arctic because the climate is cold. The Inuit buy fruits and vegetables from other communities and sell things like art, fish, and animal skins.

Discuss the types of goods produced in your community. What industries, plants, or mills operate in your community? Do people in your community raise animals or sell grain? What arts and crafts are produced in your area?

17. What types of goods are produced in your community and sold to other communities? Name as many as you can.

Services may also be sold to other communities. People that offer services may have to travel to other communities. People from other places may come to your community and pay for services.

Discuss local service industries that provide services in other communities. See the Home Instructor's Guide for suggestions.

- Can you think of any service industries in your community that sell services to other communities? Tell your home instructor.

Working with Mineral Samples

You have spent the last few days working with your rock collection and your rock samples. Today you will start working with your **mineral** samples.

mineral: a valuable

substance that people dig

out of the Earth

A mineral is a natural

substance that is made up of

crystals and is neither plant

nor animal.

18. What is the difference between minerals and rocks?



Take out your mineral samples. Take out your Hardness Chart and magnifying glass too.

You will do some tests on these samples to find out the names of each mineral, just like you did for the rock samples.

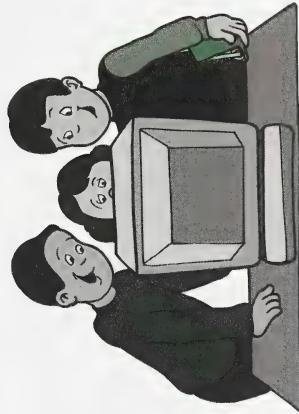
Look in the Appendix for the Mineral Chart. Carefully remove it from your Student Module Booklet.

You will fill in the chart to tell about each mineral sample.

- Examine each sample for colour. Write the main colour or colours on the chart.
- Do a hardness test on each sample. Use your Hardness Chart to help you.
- Describe the lustre of each sample.



Put your Mineral Chart in your Writing Folder and the other materials into your Course Container. You will finish the chart on Day 13.



Story Time

Find a comfortable spot. Listen as your home instructor reads to you. You could also listen to a Robert Munsch story from his website.

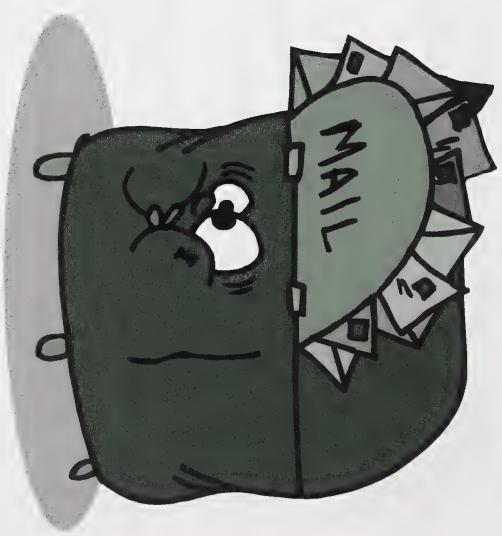
Looking Back

How did your letter to Robert Munsch turn out? Are you excited about getting an answer back?

Did you have a hard time thinking of industries and services in your community? Do you think you would rather produce goods or work at a service job when you grow up?

Journal Entry

The student may respond to the question or write about any topic that relates to the day's lessons.



Glossary

exaggerate: make something out to be more than it really is; go beyond the truth

mineral: a valuable substance that people dig out of the Earth
A mineral is a natural substance that is made up of crystals and is neither plant nor animal.

paleontologist: a scientist who studies prehistoric plants and animals through fossils, hardened shapes left in rocks

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Day 13

Below the Surface of the Ocean

For the next few days, your journey will take you below the surface of the ocean. You will explore the beautiful world of a coral reef.

Are you looking forward to discovering the names of your mineral samples? You will do that later today.



Getting Started

What do you remember about the oceans of the world? Do you recall the names of the oceans and where they are located? Oceans cover most of Earth. Before you go below the surface of the ocean, you will explore information about the oceans.

Oceans of the World

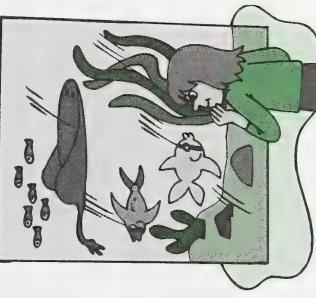


Take out your *Grade Three Thematic Multimedia CD*.

Find the activity called “Oceans of the World” to see a satellite map showing all the oceans and to read about each ocean.



Go to Assignment Booklet 4B. Do Assignment 5:
Oceans of the World.



Have you ever visited an aquarium or a museum with undersea animals? Have you watched television shows about undersea animals? If you have, you know that there are thousands of different ocean animals.

1. Can you think of some animals that live in the ocean? Write down as many as you can.

coral: a tiny animal found in all of the oceans of the world

Most corals consist of many small polyps living together.

polyps: a small water animal with a tube-like body and tentacles around its mouth to gather food

Polyps often live in colonies and are connected. Coral is made up of polyps.

colony: a group of animals or plants of one kind living together in a large group

coral reef: a ridge under the surface of the ocean made from a buildup of the hard limestone skeletons of coral polyps

Corals are special animals found in all the oceans of the world. Most corals consist of many small **polyps** living together in a large group or **colony**. A polyp has a tube-shaped body with a mouth at one end that is surrounded by tentacles used for feeding.

There are two types of corals, hard and soft. Each hard coral builds a case or skeleton of limestone around itself. It is like a house, with a floor and walls. This remains after the polyp has died and forms a base for another polyp to build a house on. When these limestone formations increase, they are called a **coral reef**. Soft corals do not build these limestone skeletons.



White-striped red coral



Many hard, reef-building corals are found in warm ocean waters. They are generally found within 30 degrees north and south of the equator. The satellite map in the activity “Oceans of the World” shows you where 30° N and 30° S are. Other corals live in deeper, colder waters and are sometimes referred to as cold-water corals. A coral reef is the home of many types of undersea animals.

At Home on a Reef



Take out *Beneath the Surface*.

Look at the Contents page. Find “Coral: At Home on a Reef.”

2. This selection is a **poem** **story** **photo essay**.
3. It begins on page _____.

Look quickly through the pages of this photo essay.

4. What do you notice about the photo essay? Write **true** or **false** next to each of the following statements.

- There are lots of bright, vivid photographs.
 There are pale-coloured drawings.
 The essay has several different headings.
 It has chapters.

The student will tell you the names of any of the animals in the photo essay that he or she recognizes.

Do you know the names of any of the animals in the photographs? Tell your home instructor the names of the animals you recognize.

This photo essay is non-fiction. You will learn many facts about animals that live in a coral reef. You know that non-fiction works may contain words and ideas that are new to you. Thinking about the main idea of each paragraph can help you understand the information.



Hard coral

Look at page 4. Read the information in the blue oval. Think about the main idea in this paragraph.

5. Circle the sentence that best tells the main idea of this paragraph.

It's a beautiful day in the reef.

Keep reading if you want to find out about the animals that live in a reef.

The coral reef is like a neighbourhood.

Reef sharks live near coral reefs.

Look through the essay. Read the headings aloud to your home instructor.

You know that headings can help you find information. Headings can also be used to make an article more interesting. The author of this essay made up catchy titles to make you curious about the animals.

The student will read the headings aloud to you.



A crabby animal

You will read the information under the first two headings today. Read each section and write down any words you don't know. After you find out the meaning of those words, think about the information in each section. Also use the photographs to help you find information.

Read "Happy to Be Stuck."

6. Write any words you don't know.
-
-
-
-

Help the student apply strategies to figure out the unfamiliar words. For example, if the student needs help with *tentacles*, show him or her the word *tent* at the beginning, and say that *e* is silent in the last part of the word.

Try to break the words into parts and say them. Your home instructor will help you.

Use a dictionary to find the meaning of any of the words you don't understand.

Reread the section.

7. This section tells about an animal called a _____.
8. Where are the tentacles of a file shell?

9. How does the animal hang onto the reef?



Read “Big Guys, Little Guys.”

10. Write any words you don’t know.

Try to break the words into parts and say them. Your home instructor will help you.

Use a dictionary to find the meaning of any of the words you don’t understand.

11. Tiny animals that build reefs are called _____.

12. Two animals that live in a reef are the _____ and the _____.

13. The reef lobster has two large _____ at the front of its body.

You will read more about the animals that live on a reef over the next few days.



Help the student apply strategies to figure out the unfamiliar words.

Spelling

14. Look at these words from your spelling list. Write the letters that are left out when the apostrophe is added.

don't do not _____

didn't did not _____

wasn't was not _____

you'll you will _____

they're they are _____

couldn't could not _____

there's there is _____

The contraction for will not is won't. It does not follow the regular pattern of making contractions. The ll in will is changed to an o. The o in not is replaced with an apostrophe just like in other contractions. Will not becomes won't.

Phonics



Go to your Phonics book to do more work with contractions. Read the instructions carefully and do page 94.

Handwriting

You will review the capital letters that you have learned.

Write the letters I, J, T, and F on the chalkboard.
Try chanting the strokes as you write each one.
Your home instructor will watch.

To make an I, you
curve up, loop down,
and curve up.



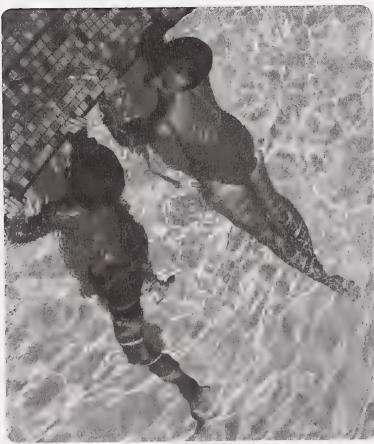
Observe the student as each letter is written. Can the student chant the strokes and form each letter correctly?



Take out your interlined notebook or
interlined paper.

Your home instructor will tell you which letters need to be improved. In your notebook or on your paper, write a row of each letter that you need to practise. Remember to try chanting the strokes as you write.

Tell the student which letters need to be practised. If the student is forming all the letters correctly, he or she may proceed to the Assignment Booklet.



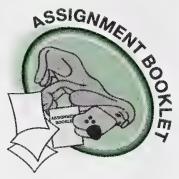
If you go to the pool, have some fun pretending to be different undersea animals! Can you dive like a whale or swim like a squid? Can you float like a jellyfish?



Your home instructor will tell you about today's physical activity. Is this a good time to take swimming lessons or visit a pool?



Go to Grade Three Mathematics.



Go to Assignment Booklet 4B. Do Assignment 6: Handwriting.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Working with Mineral Samples



Take out your mineral samples, your Mineral Chart, a magnet, and your unglazed tile piece.

You will also need some vinegar, a medicine dropper, and a cup or dish.

Today you will do more observations and tests on the mineral samples to find out the names of each mineral.

Vinegar Acid Test

Do you remember how to do a vinegar acid test? Tell your home instructor.

15. What happens when you put vinegar on a rock containing carbonates?

If the student does not recall the vinegar acid test, review the process used on Day 11 of this module.

If necessary, help your student follow the steps to complete the vinegar acid test.

Try testing your minerals for carbonates.

- Put one of your mineral samples into a glass or a dish.

- Use the medicine dropper to drip several drops of vinegar onto the sample.

- Listen for a fizzing sound. It may be very soft or quite loud. Watch for bubbles.

- If you see bubbles and hear a fizzing sound, the mineral contains carbonates. If there is no fizzing sound or bubbles, the mineral doesn't contain carbonates.

- Write fizz or no fizz on your Mineral Chart.

Be sure that the student is noting the information in the correct row and column on the chart.

| Sample | A | B | C | D | E | F |
|--------------|------|---|---|---|---|---|
| Vinegar Test | fizz | | | | | |

Test each sample in the same way.



Streak Test

Do you remember how to do a streak test? Tell your home instructor.

Do a streak test with your mineral samples.

- Rub a mineral sample across your unglazed tile or the unfinished back of a glazed tile.

- Look for a streak. You can use your magnifying glass if you like.

- Write the colour of the streak in the correct box on the chart.

- Test each sample in the same way.



If the student does not recall the streak test, review the process used on Day 5 of this module.

Touch your magnet to some different things in your home. Do not touch it to televisions, radios, computers, or stereo systems because magnets can damage electronic devices.

17. Make a list of the things that the magnet was attracted to.
-
-
-
-
-
-

Magnets are attracted to minerals that contain certain metals. Test each of your mineral samples.

magnetic: able to be attracted by a magnet

- Place the magnet close to each sample.

- If the sample is attracted to the magnet, write magnetic on the chart. If the sample was not attracted to the magnet, write non-magnetic on the chart.

For example, if you put the magnet close to mineral sample F, and the magnet was attracted to it, you would write magnetic on the chart.

Be sure that the student is noting the information in the correct row and column on the chart.

| Sample | A | B | C | D | E | F |
|-------------|---|---|---|---|---|----------|
| Magnet Test | | | | | | magnetic |

Test each mineral sample the same way.

Mineral Chart Key

Are you ready to discover the names of your mineral samples? Compare your Mineral Chart to the key below. Can you match the characteristics of each sample to find out its name?

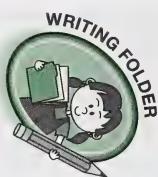
| | Mica | Magnetite | Quartz | Gallena | Calcite | Halite |
|----------------------|------------------------------|-------------------|--------------------------|--------------------|------------------|------------------|
| Colour | clear, brown, or black | brown, black | clear, pink, or white | grey | clear | white, clear |
| Hardness | very soft | medium or hard | hard | very soft | soft | very soft |
| Lustre | glassy, shiny | dull, metallic | glassy | shiny, metallic | glassy | glassy |
| Vinegar Test | no fizz | no fizz | no fizz | no fizz | fizz | no fizz |
| Streak Test | white or grey | black | colourless or white | dark grey | colourless | white |
| Magnetic Test | non- magnetic | magnetic | non- magnetic | non- magnetic | non- magnetic | non- magnetic |

See the Home Instructor's Guide for more information on helping your student with this task.

Do you think you know the names of each of your mineral samples? You will write the names of your samples in your Assignment Booklet.



Go to Assignment Booklet 4B. Do Assignment 7: Mineral Samples.



Put your Mineral Chart in your Writing Folder. You will send it to your teacher on Day 18.

Story Time

You may wish to begin a novel, read a fiction book, or read non-fiction books about undersea life. See the Additional Resources list in the Home Instructor's Guide for suggestions.

Find a comfortable spot. Listen as your home instructor reads to you. Are you beginning a new book?



Looking Back

Are you looking forward to learning more about what is happening below the surface of the ocean? What sea animals do you think are most interesting?

Were you able to figure out the names of all your minerals? Are you getting better at solving problems on your own? Don't give up! Keep on trying!



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

coral: a tiny animal found in all of the oceans of the world

Most corals consist of many small polyps living together.

colony: a group of animals or plants of one kind living together in a large group

coral reef: a ridge under the surface of the ocean made from a buildup of the hard limestone skeletons of coral polyps

magnetic: able to be attracted by a magnet

polyps: a small water animal with a tube-like body and tentacles around its mouth to gather food

Polyps often live in colonies and are connected. Coral is made up of polyps.

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Day 14

At Home on a Reef

In today's activities, you will find out more about animals that live on a reef. You'll get to research an undersea animal of your choice and begin a mural. Get ready to learn cool facts about some unusual animals.



Getting Started

The poem below describes one of the sea animals that you read about on Day 13. Can you guess its name?

Crustacean,
Violet-spotted!
Hiding from the reef shark.
Playing a dangerous game of hide-and-seek,
Waiting!



1. The animal is a _____.

Discuss the strategies that the student used when he or she came to the word *crustacean*.

Do you know the meaning of the word *crustacean*? What did you do when you came to that word? Did you stop to figure out how to say it? Did you read on to see if you could get some clues from the rest of the poem? Did you ask your home instructor to help you? Tell your home instructor what you did.

When you are reading, you will often come to words that you don't recognize or understand. When you were younger, you probably asked someone what the word was. As you get older, you need to learn to figure out words on your own. You need to solve reading problems, just like you solve problems in math.

context: the whole text
(words and sentences)
surrounding a word
Knowing the context makes
a word or idea easier to
understand.

When you read on past the word crustacean in the poem, you find out that the crustacean is violet-spotted, that it lives on a reef, and that the reef shark wants to eat it.

2. This tells you that a crustacean must be

a type of boat **a type of animal** **a type of person**

Think about how the word is used in the sentence. Is it a noun, a verb, or an adjective? Even if you don't know the exact meaning, knowing whether a word names something, is an action word, or is a describing word can help you understand it.

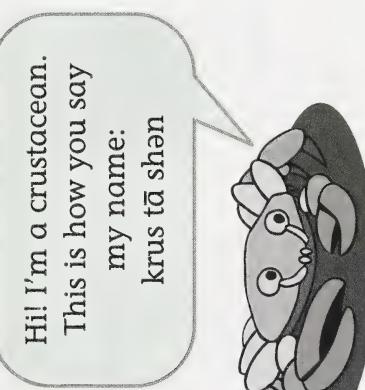
3. Crustacean is

a noun **a verb** **an adjective**

To find the exact meaning, you can look it up in a dictionary.

Take out your dictionary. Use the guide words to help you find the word crustacean.

4. A crustacean is _____



At Home on a Reef

You will read the next two pages of “Coral: At Home on a Reef.” Read each section and write down any words you don’t know. After you find out the meaning of those words, think about the information in each section. You will make a web to tell about the “cool facts” that you discover.



Take out *Beneath the Surface*.

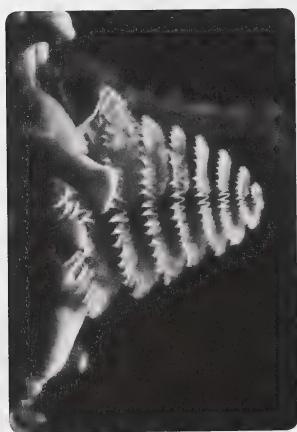
Read “Looking for Lunch” on page 6.

5. Write any words you don’t know.

Help the student apply strategies to figure out the unfamiliar words.

Try to break the words into parts and say them. Your home instructor will help you.

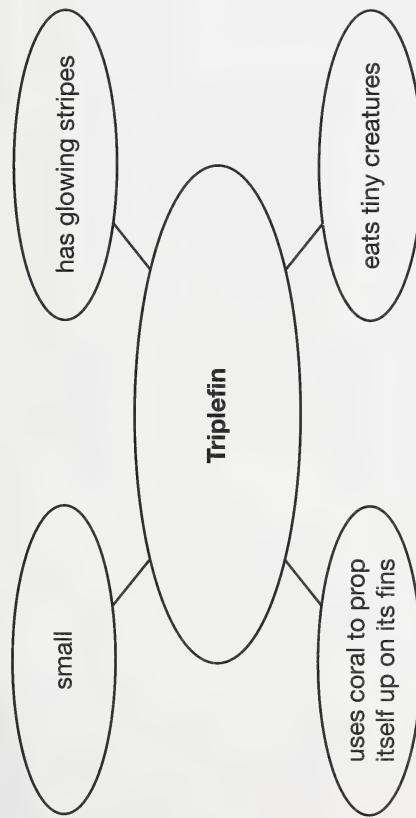
Use context or a dictionary to help you find the meaning of the words you don’t understand. Reread the section.



In Module 1 you used a web to help you plan for a writing activity. Webs are also useful for organizing information.

You just read about the triplefin fish. Look at how the web was used to organize the facts from the article.

Cool Facts



Read “Stick It to ‘Em” on page 6.

6. Write any words you don’t know.

Use your favourite strategies to figure out how to say each word. Use context or a dictionary to help you find the meaning of any of the words you don’t understand.

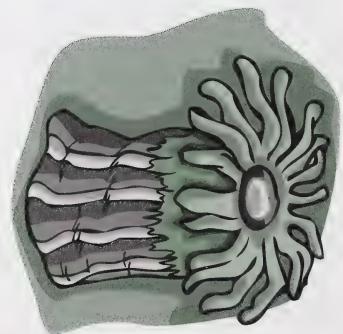
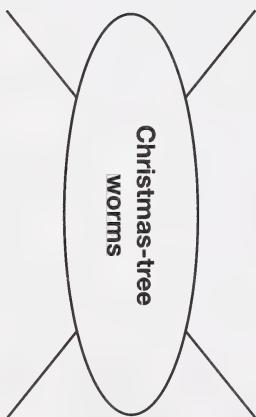
Module 4B: What Is Happening?

The facts should be noted in words or phrases. Discourage the use of sentences copied directly from the book.

Reread the selection.

7. This part of the article tells about Christmas-tree worms. You can get information from the photograph too. Use the web below to write some facts that you learned about this animal.

Cool Facts

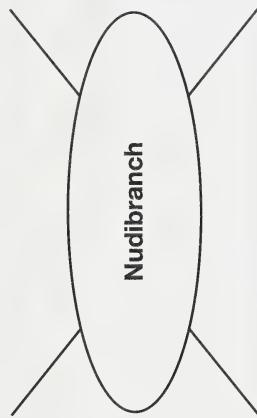


Read “Cruising the Neighborhood” and “Meals Are Just an Arm’s Length Away.”

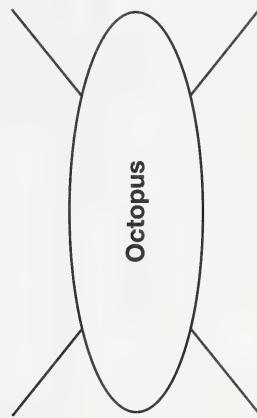
Use your favourite strategies to figure out the words you don’t know.

8. Complete a web for the nudibranch and the octopus.

Cool Facts



Nudibranch



Octopus

Spelling

Look back to the Day 11 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put your word list away.

Today you will write sentences with the words from your Spelling Pre-test.

Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.



Write your sentences on the lines.

Dictate the spelling sentences.
Refer to the Home Instructor's
Guide for the sentences and for
more information. Your student
will self-correct each sentence as
you write it on the chalkboard or
whiteboard.

Phonics

Read the contractions below. Tell your home instructor the two words that make each contraction.

| | | | | |
|----------------|-----------------|---------------|---------------|-----------------|
| I'm | wouldn't | we've | won't | she's |
| they're | can't | you'll | here's | couldn't |

The student will tell you the two words that form each contraction.



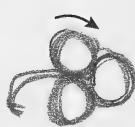
Go to page 95 of your Phonics book to do more work with contractions.

Handwriting

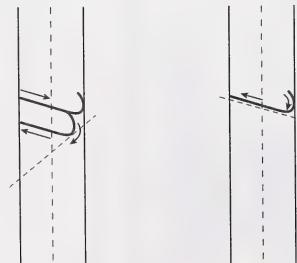
You will practise the capital letter M today.

This warm-up activity should be done on the chalkboard or whiteboard.

Warm up by practising the cloverleaf exercise. Use right ovals to make at least three cloverleaves.



- The letter M starts just below the top line with an overstroke. When you reach the top, make a downstroke on the correct slant.
- Trace back up the same line, not quite to the top. Each hump is a little lower than the one before it. Make another overstroke and downstroke.
- Trace back up and make the last hump.
- The tail ends about halfway to the interline.



Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.



curve up and slant down,
up and slant down,
up and slant down,
and swing

Keep practising until you can make a very good M in handwriting.



Take out your interlined notebook or interlined paper.

Demonstrate how to form the letter *M* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

Get ready to try some M's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Notice how the top of the M is shaped.

M M M

Practise at least two rows of M's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. Look carefully at how the M is joined to the letters that follow it.

Write the sentence on your paper or in your notebook.

Mr. Mak lives in Fort
McMurray



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Your Favourite Undersea Animal



You read about several animals that live on a coral reef. Think about sea animals that you find interesting. You will choose your favourite animal that lives in the ocean and complete a web about it.

Help your student think of ways to find facts about the animal that he or she is interested in. The student may find information by searching the Internet, using an encyclopedia or an encyclopedia program, using non-fiction resource books, visiting a museum or aquarium, or asking someone who knows a lot about ocean animals.

9. My favourite sea animal is _____
10. I will find some facts about my animal by _____

As the student looks for facts, teach him or her how to select the important things and leave out unimportant or unrelated details. See the Home Instructor's Guide for more information.

Find at least five facts about your animal. Remember to use the pictures and the headings in the sources to help you. Use at least two different sources of information. Think about which information is important and interesting and which information can be left out. Write the facts on the web in your Assignment Booklet. Record your sources of information too.



Go to Assignment Booklet 4B. Do Assignment 8: Cool Facts.

Make a Mural

mural: a large picture that covers most of a wall
It may be painted directly on the wall or hung in a frame.

Murals are large paintings. Have you seen murals on the outsides of buildings or on walls? Tell your home instructor about the murals that you have seen, have heard about, or have seen on TV.

You are going to create a mural of a coral reef. Today you will work on the background. On Day 15 you will create some animals for your reef.

Discuss the murals in your area or murals that the student may have noticed while travelling. What were the topics of the murals? What kind of pictures were in the murals? What colours did the artist use? If there is a mural close by, you may want to view it with the student and discuss it.





Take out a pencil, your wax crayons, a sheet of 21.5 cm x 28 cm unlined paper, a wide paintbrush, and watercolour paint.

You will also need a large piece of paper. If you have paper on a roll, roll out about a metre of paper and cut it off. You could also use a very large sheet of poster paper or tape together four 45 cm x 30 cm papers.

Follow these steps to create your background:

- Plan your mural by making a rough sketch on the 21.5 cm x 28 cm paper. Think about how you would like to place your coral and sea plants. Leave some room for animals that you will add later.

- When you are ready, use a pencil to draw your coral and plants on the large paper.

- Use your wax crayons to colour the coral and the plants. Press hard with the crayons and make a thick layer of wax over the coral and the plants.

- Mix lots of water with your blue watercolour paint. Take a large brush and brush quickly right over the coral and plant shapes. The watercolour paint won't stick to the wax crayon. The paint should colour the spaces between the coral and plants a soft blue to make it look like an underwater scene. This is called a watercolour **wash**.

- Cover the whole paper with a blue watercolour wash.

The paint and water mixture should be very thin. Encourage the student to move the brush smoothly across the surface of the paper without stopping or pressing down hard on the brush.

wash: a thin coating of colour
In paintings, a wash is often applied to create a sky or water.

Let the paper dry overnight. You may need to put some objects on the corners to keep them from curling up.

Story Time

Find a comfortable spot. Listen as your home instructor reads to you. Are you listening to a book about sea life?



Looking Back

Were you able to find lots of cool facts about your favourite underwater animal? Do you feel that you are getting better at doing research on your own?

How did your mural background turn out? What kind of animals will you add to it on Day 15?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

context: the whole text (words and sentences) surrounding a word

Knowing the context makes a word or idea easier to understand.

crustacean: an animal that has a hard shell, five pairs of legs, and lives mostly in water
Crabs, lobsters, and shrimp are crustaceans.

mural: a large picture that covers most of a wall

It may be painted directly on the wall or hung in a frame.

wash: a thin coating of colour

In paintings, a wash is often applied to create a sky or water.

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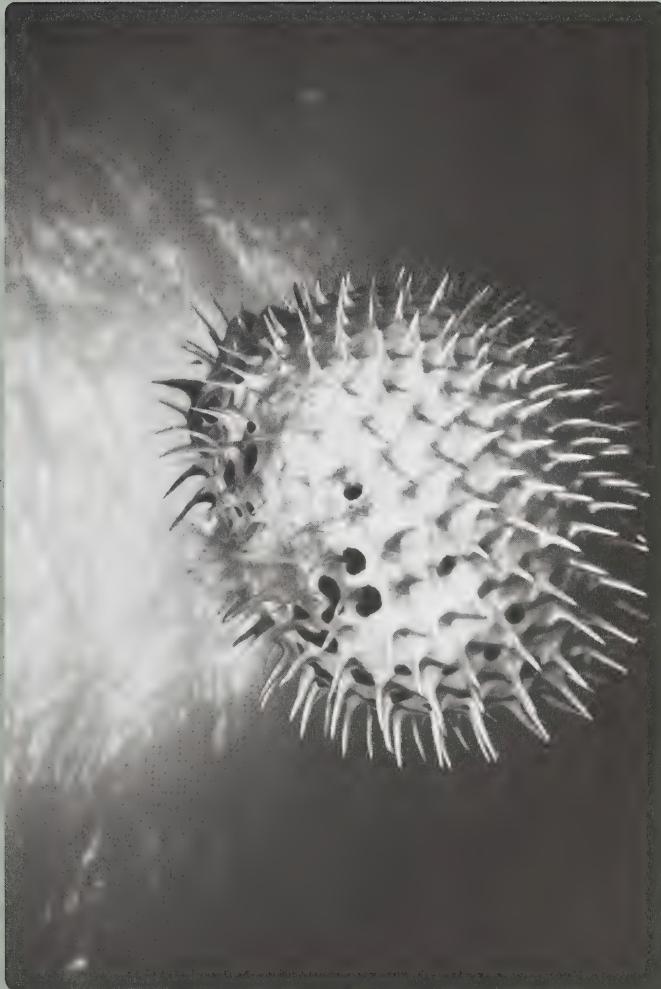
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Day 15

Sea Creatures

You will think about the special adaptations of sea creatures as you read more about a coral reef. Today's other activities include writing an article about your favourite sea creature and finishing your mural.



Porcupine fish

Getting Started

If necessary, remind the student that adaptations are special characteristics that help an animal survive in a certain habitat. Remind the student about how birds' beaks are shaped to help them get food or discuss other animal adaptations that the student is familiar with.

In Module 1 you learned that animals are adapted to their habitat in special ways. Sea animals have many adaptations that allow them to find food or to protect themselves from enemies.

Think about the adaptations of the reef animals you have read about.



1. A special adaptation of the file shell is _____.
2. A special adaptation of the Christmas-tree worm is _____.
3. A special adaptation of the octopus is _____.

At Home on a Reef

It's time to finish reading the photo essay about reef animals. As you read the last five sections, think about the special adaptations of each animal. Remember to use the strategies you have learned if you find words you don't understand.



Four-eyed butterfly fish



Take out *Beneath the Surface*.

Turn to page 8. Read “Long Nose for Nipping.”

4. A special adaptation of the butterfly fish is _____
5. This adaptation helps the fish

hide from enemies **get food** **attack enemies**

Read "Sneaky Snacking."

If you look at the picture, you will see that the lizard fish is speckled, just like the coral. When it lies still, it is hard for other animals to see it. This is called **camouflage**. It allows animals to hide from enemies or to trick prey animals into coming close.



camouflage: an outward appearance that makes a person, animal, or thing blend in with its surroundings to keep it from being noticed

6. A special adaptation of the lizard fish is _____.

7. This adaptation helps the fish

hide from enemies **get food** **attack enemies**

Read "Just Us Corals Here."

8. A special adaptation of the trumpet fish is _____.

9. This adaptation helps the fish

hide from enemies **get food** **attack enemies**

Read “A Nose Job.”

10. A special adaptation of the ribbon eel is _____

11. This adaptation helps the eel
- hide from enemies
 - get food
 - attack enemies



Read “Leaf” This Fish Alone.”

12. A special adaptation of the sail-fin leaf fish is _____

13. This adaptation helps the fish
- hide from enemies
 - get food
 - attack enemies

Many sea animals use camouflage to help them hide from enemies or get food. Some of them can even change their body colours to match the coral or sea plants around them!

Can you spot the stonefish hiding in this photo?



Your Favourite Undersea Animal

On Day 14 you found out some cool facts about your favourite undersea animal.

14. What special adaptations does your favourite undersea animal have?

Pretend that the author of the photo essay needs one more article. You will use the cool facts you found to write a short article about your animal.

First, think of a catchy heading for your article. It should tell about your animal in a fun or interesting way.

15. My heading will be _____.

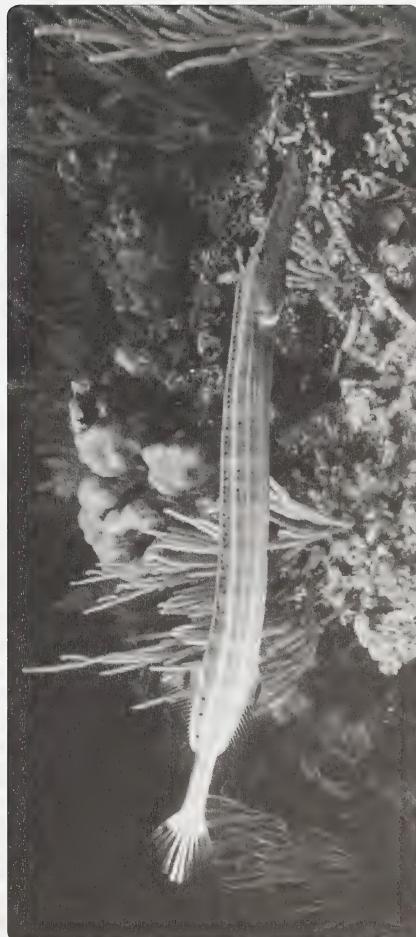
topic sentence: a sentence that tells the main idea or main topic of a paragraph



You know that every paragraph has a main idea. The main idea or **topic sentence** tells the reader what the rest of the paragraph is about. A topic sentence usually comes at or near the beginning of the paragraph.

Look back under each of the headings in “Coral: At Home on a Reef.” You will notice that the first sentence tells the name of the sea creature and something important about it.

16. Write a topic sentence for your article. It should include the name of your animal and something important about it.



“The trumpet fish is tricky.”

supporting sentences:

sentences that tell more about the main idea or topic
They contain the details or particular facts about the topic stated in the topic sentence.

detail: a small or particular fact

17. To continue your article, use the cool facts from the web you made for Assignment 8. Make up sentences to tell about the facts you discovered. These sentences are called **supporting sentences**. They tell the **details** or particular facts about your topic or main idea.

Edit your heading, topic sentence, and supporting sentences. Be sure your spelling is correct, your sentences make sense, and that you have used capital letters and punctuation marks correctly.

When you are ready, copy your heading, topic sentence, and supporting sentences into the Assignment Booklet.



Go to Assignment Booklet 4B. Do Assignment 9: A Non-Fiction Article.

Phonics

Do you remember to write the apostrophe when you use contractions in your work?

18. Write a contraction for each of the following:

- | | |
|------------------------|------------------------|
| could not _____ | we have _____ |
| you are _____ | does not _____ |
| he is _____ | they will _____ |



Go to your Phonics book to do more work with contractions. Do the top part of page 96. You do not have to complete the bottom part of the page.

Handwriting

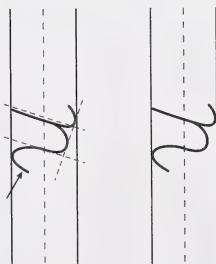
You will practise the capital letter N today.

This warm-up activity should be done on the chalkboard or whiteboard.

Warm up by drawing the spinning tops. Use right ovals to make at least three tops.

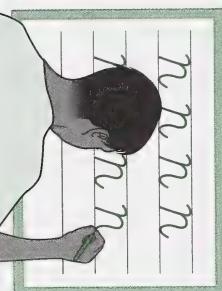
- The letter N is just like an M with one less hump.

- Look carefully at the slant.



Demonstrate how to form the letter N on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

letter N on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.



curve up and slant down, up and slant down, and swing



Keep practising until you can make a very good N in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some N's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Leave space between each letter when you write.

N N N

Practise at least two rows of N's on your paper or in your notebook. Try chanting the strokes as you write.

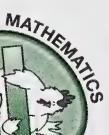
Now try writing a sentence. Look carefully at how the N is joined to the letters that follow it.

Write the sentence on your paper or in your notebook.

Neil drove to Nogack.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Where Does Your Food Come From?

Discuss the questions with the student.

Earlier today, you found out where some reef animals get their food. Do you know how you get your food? Where does it come from? How does it get here? Tell your home instructor what you know.

19. Does your family grow or raise any of your own food? _____

If so, what food does your family produce?



20. Do you buy food at a grocery store?

It's easy to find out where the food that you buy comes from. You can look on the labels or packages.

Go to the place where your family keeps cans and packages of food. Read the labels carefully. The label will often tell you the name and address of the company that prepared the food. Also look for the following words:

- Product of . . .
- Prepared for . . .
- Packaged by . . .
- Distributed by . . .

You will probably notice right away that most of your food comes from other communities, provinces, or countries.



Help your student locate the information that shows where the food was packaged or prepared.

21. Make a list of some of the different places that the food in your cupboard comes from.
-
-
-
-
-
-
-
-

22. How many different countries and provinces are on your list? _____
-
-
-
-
-
-
-
-

Make a Mural

You can add some ocean animals to your mural today. Think about the animals you read about and wrote about. Think about other favourite sea animals.

You can add your animals by drawing directly on the mural or you can make animals from different kinds of materials or cut pictures from magazines and glue them on your mural. You can use a combination of the two ideas if you like.





- Use felt pens to draw directly on the mural. Draw the animals in the areas where you did the watercolour wash. You can show animals peeking out from behind the coral or hiding in the spaces between the coral and plants.
- You can use a variety of paper to create sea animals. For example, you could use tinfoil to make shiny fish, tissue paper to make sea anemones, coloured paper to make bright sea worms, or textured paper to make seashells.
- Use the things that you have learned to show texture, distance, and rhythm.
- Be creative and have fun!

When you have finished your mural, display it in your home. Tell your family what you learned about the different sea creatures. You may want to take a photograph of it to share with your teacher.

Story Time

Find a comfortable spot. Are there any other sea animals you would like to read about? Your home instructor can read to you about animals that you are curious about.

Looking Back

Do you think you are getting better at writing non-fiction articles? Do you understand how to write a topic sentence and supporting sentences?

How did your mural turn out? Are you happy with the animals that you made?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

camouflage: an outward appearance that makes a person, animal, or thing blend in with its surroundings to keep it from being noticed

detail: a small or particular fact

supporting sentences: sentences that tell more about the main idea or topic They contain the details or particular facts about the topic stated in the topic sentence.

topic sentence: a sentence that tells the main idea or main topic of a paragraph

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Day 16

Treasures of the Deep

You learned about treasures that are buried beneath the Earth. You read a song about the gold rush and learned about prospectors.

Did you know that there are treasures beneath the ocean too? Get ready for a new underwater adventure!



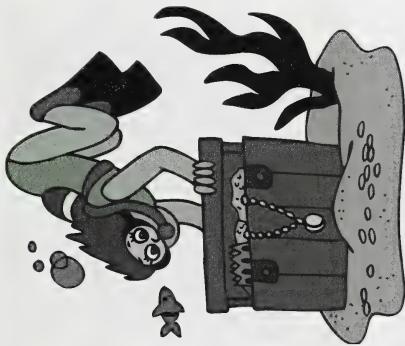
Getting Started

Have you ever read stories about pirates or buried treasure? Have you seen movies about ships that sink below the sea? Did you know that people search beneath the water for treasures? Talk to your home instructor about these ideas.

“Treasures of the Deep”



Take out *Beneath the Surface*.



Discuss pirates and sunken treasure with your student.

treasure: riches or valuable things that are stored or hidden away

Read the title of this article. Find the word **treasures**.

Look carefully at the word treasures. You will see it many times in this article. It is a tricky word.

Did you notice the s at the end? Treasures is a plural noun. The base word or root word is treasure.

3. How many vowel sounds do you hear in treasure? _____

You can break the word treasure into two syllables:

tre a sure

Help the student isolate the sound of the s in this word. The s is making a sound almost like a z combined with an h.

You would expect the e in the first syllable to be a long vowel, but in this word it is a short vowel. Tell your home instructor what sound the s is making.



The second syllable has a r-controlled vowel. The word treasure ends with an e.

4. An e at the end of a word is usually

a long vowel a silent letter a contraction

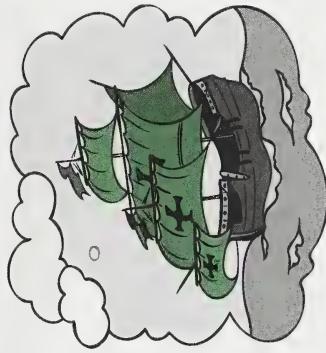
Do you think you will remember how to read and spell this word now?

Look back at the article “Treasures of the Deep.” This article contains headings, illustrations, and photographs.

Read the headings aloud to your home instructor. Remember, the headings in a non-fiction article can tell you about the main topics of the article.

5. Which section would you read if you wanted to find out how people search for treasure?

6. Which section tells about a boat sinking?



The student will read the headings in this article aloud to you.



Look at the illustrations and photographs in the article. Read the information beside each photograph.

Are you curious now? It's time to read the article. Remember to use context to help you with words you don't know. Looking at the sounds and syllables in the word can help too. You may need to check the meaning of some words in the dictionary or ask your home instructor how to say the word.

Read the first page of the article. Reread it if you need to.

7. Galleons are _____.

8. Hurricanes are _____.

9. What were three dangers that faced the Spanish ships?

Read "A Ship Sinks."

10. Put the sentences in order to tell what happened to the Concepción. Number them from 1 to 5 to show the order.

_____ The Concepción hits the deadly reef called the Silver Bank.

_____ A hurricane snaps the Concepción's masts.

_____ Sailors throw bars of silver onto the reef.

_____ The Concepción leaves Cuba with a cargo of gold and silver.

_____ The Concepción and its treasure sink to the bottom of the sea.

Ask your home instructor to check your answers.

Check the student's answers to be sure the events are in the right order. The student will use the sentences to create a series of pictures to tell about the events.

Now you will tell the Concepción's story in pictures.



Take out five sheets of unlined paper and your pencil crayons or markers.

Write each sentence from question 10 on the bottom of a piece of paper, as shown below.

The Concepción leaves Cuba with a cargo of gold and silver.

A hurricane snaps the Concepción's masts.

The Concepción hits the deadly reef called the Silver Bank.

Draw a picture to go with each sentence.

When you are finished all the pictures, put them in the correct order and use them to tell a friend or family member the story of the treasure ship.

You will read more about buried treasure on Day 17.

Arrange for the student to retell the events to a friend or family member.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote for your Day 11 spelling activity.

Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

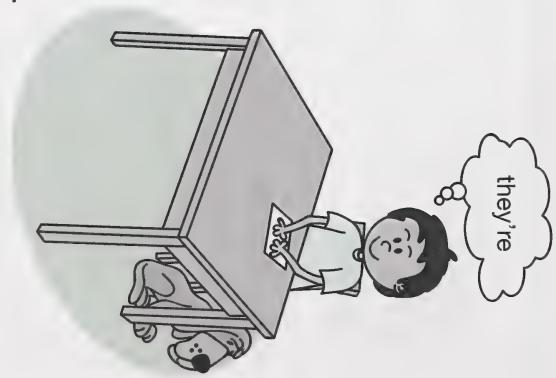
Check: See if you got it right or where you went wrong.

Phonics

You know that plural nouns are nouns that tell about more than one thing. When an s is added to a noun, it forms a plural noun.

11. The plural nouns below come from the article you read earlier. Read each word. Circle the s that makes the noun plural.

ships reefs galleons dangers hurricanes masts



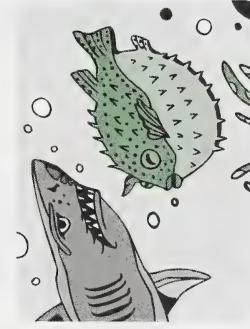
12. Rewrite each noun below as a plural.

treasure _____

shark _____

storm _____

pirate _____



Sometimes an es is added to a word to make it plural.

13. Read the words below. Circle the es that makes each noun plural.

watches **dresses** **axes** **churches** **glasses**



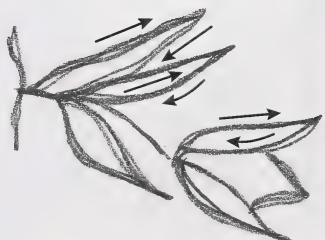
Go to your Phonics book to do more work with plurals. Read the instructions carefully and do page 97.

Handwriting

You will practise the capital letter H today.

This warm-up activity should be done on the chalkboard or whiteboard.

Warm up by drawing the tulip. Use push-and-pull strokes to make at least three tulips.



Demonstrate how to form the letter H on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

- The letter H starts just like an M, with an overstroke just below the top line and a downstroke.

- Lift your pencil, then make another downstroke beside the first one. The downstrokes are both on the same slant.

- Trace halfway up the second downstroke, then make a loop to join the two parts. As you loop over, the top of the loop just touches the interline. The side of the loop just touches the first downstroke.

- The tail of the loop is just below the interline.

Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or white board. As you write, try chanting the strokes below.



curve up and slant down,
lift and slant down, loop
up around and over

Keep practising until you can make a very good H in handwriting.



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some H's on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Leave space between each letter when you write.

H H H

Practise at least two rows of H's on your paper or in your notebook. Remember to chant the strokes as you write.

Now try writing a sentence. Look carefully at how the H is joined to the letters that follow it.

Write the sentence on your paper or in your notebook.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.

He lives near Holly's house.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes.

When you are done, discuss what you read with your home instructor.



Moving Goods

Over 300 years ago, Spanish ships were transporting gold and silver to Spain from North America. Even long ago people moved goods from place to place! Precious things like silver, gold, spices, and silk were transported over very long distances.

Take out your atlas. Find a map of the world that shows the names of the countries. The Spanish ships took gold from Cuba to Spain. Find Cuba. It is an island that is east of Mexico.

Now find Spain. It is in Europe. Draw a line with your finger from Cuba to Spain.

14. Which ocean did the Spanish ships have to cross? _____

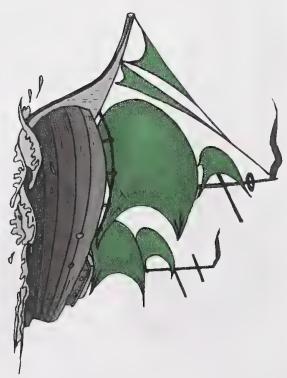
Long ago, the ships did not have motors. They were powered only by the wind. Large sails were used to catch the wind. It took many weeks to cross the ocean.

It is much easier for communities and countries to transport goods now.

15. Think of three ways that goods may be transported now.

Discuss the various modes of transportation used to move goods from country to country, province to province, and community to community. Discuss the difference between transporting goods over land and over water.

On Day 15 you made a list of countries where some food in your home is prepared. Use your map of the world to find each country on your list. Think about how each food item may have travelled to your community. Discuss it with your home instructor.

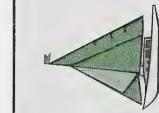


Write an Adventure Story

Imagine you are a young sailor working on a Spanish galleon. What do you think it would be like? Imagine the storms. What would happen if pirates attacked the ship? What if your ship hit a reef? Today you will make up a story about your adventures as a sailor.

You used a story map to retell Allashua's adventures with the Ijiraq. Did you know that you can also use a story map to plan a story?

Complete the story map below. The sailor's ship has just left Cuba to sail back to Spain. What will happen next? Show what happens on the map.



Discuss with the student what will happen on the sailor's adventure. Will there be a storm? Will the ship run aground on a reef? Will pirates attack? Have the student create symbols to show the first event on the map.

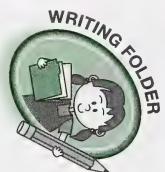
What will happen next? Will the ship and all its treasure sink? Will sharks attack? Will the pirates kidnap the sailor? Ask the student to show the second event on the map.

Now what will happen? Will the sailor be rescued and go back for the treasure? Does the sailor escape from the pirates? Have the student show that event on the map.

How does the story end?

Story Time

Find a comfortable spot. Enjoy the story that your home instructor reads to you.



Put your story in your Writing Folder when you are finished writing it.
You will edit the story on Day 17.



Take out a sheet of lined paper.

Use the story map as a guide. Write a story about the sailor's adventures. Remember to use descriptive words to make the story exciting for the reader.

Looking Back

Do you think that you are getting better at reading non-fiction articles? Can you figure out the meaning of words you don't know? Can you remember facts that you read?



How did your adventure story work out? Did you include lots of exciting events?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

galleon: a large Spanish sailing ship used from the 1400s to the 1700s

It had several decks.

hurricane: a tropical storm with a violent wind and, usually, very heavy rain

treasure: riches or valuable things that are stored or hidden away

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Day 17

Terrific Treasures

Are you ready to learn more about treasures from the ocean? You will finish reading the article about sunken treasures, work on your story, and have some fun creating a treasure map.



Getting Started

Imagine what it was like to sail on a Spanish galleon. Perhaps a young Spanish cabin boy may have kept a journal like the page below.

Discuss the fictional journal page with the student.

August 12, 1674

We are leaving Cuba for Spain. A brisk east wind will speed us on our way.

August 14

A hurricane is upon us. Treacherous reefs are nearby.

August 15

Our ship was driven against the coral and quickly sank. I managed to swim to the shore of an island with my journal and a small chest of gold coins and jewels. I've hidden them in a nearby cave and made a map to help me find the spot if I ever come back. I'm setting off over the nearby hills to see if anyone lives on this island.

Ask the student to brainstorm some endings for the last entry. Allow the student to choose one of the ideas to write about.

1. Write the last entry for the boy's journal. Will it be a happy ending?

A large rectangular area containing ten horizontal lines for writing. The lines are evenly spaced and extend across the width of the page. In the top right corner of this area, there is a small, irregular tear or fold in the paper, giving it a hand-drawn, journal-like appearance.

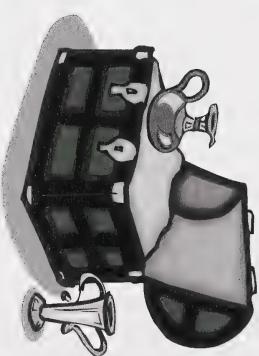
“Treasures of the Deep”



Take out *Beneath the Surface*. Turn to “Treasures of the Deep.”

Remind the student to use context or a dictionary to find the meaning of unfamiliar words. Help the student with pronunciation.

- Find the heading “Searching for Treasure.” It starts on page 69 and continues on page 70. Read to find out what happened to the treasure of the Concepción.
2. What types of equipment helped Tracy Bowen find treasure from the Concepción?



3. Why was it dangerous to dive for treasure?

4. What types of treasure did the divers find?

5. Why was it so difficult to find the treasures?

Read “What Treasures Tell Us.” Read for information. Reread if you need to. Choose the phrase that best completes each sentence.

6. Treasure hunters get to keep

- all of the treasure they find
- half of the treasure they find
- none of the treasure they find



7. The treasures are worth more than money because

- they tell us about the future
- they are made of gold
- they tell us about the past

8. Some of the treasures are

- sold in toy shops
- displayed in museums
- left for the pirates

Read the last section of the article “More Terrific Treasures.”

9. Some other treasures that were discovered are _____

Look at the map on page 71.

10. What symbol is used to show the place where treasures were discovered?

Spelling

Today you will review the spelling words for the last time. On Day 18 you will write your final spelling test.

Look back to the list on Day 11. Choose **one** of the activities below to help you practise your spelling words and challenge words.

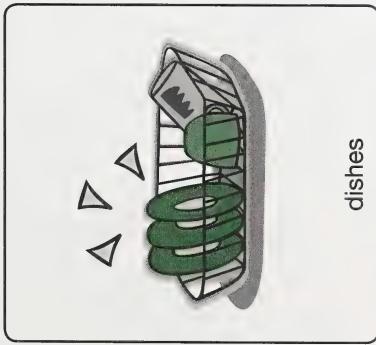
- Write the words in alphabetical order.
- Write a sentence using each word.
- Write each word two times in handwriting.
- Cut out letters from a newspaper or magazine to spell each word. Glue the letters to a sheet of paper. Don't forget the apostrophes.



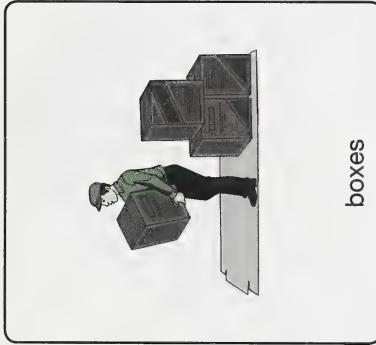
Phonics

You learned that you add an s to most words to make a plural. Sometimes you need to add an es instead.

Read the plural words in the following pictures.



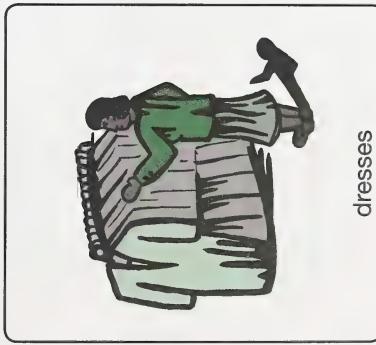
dishes



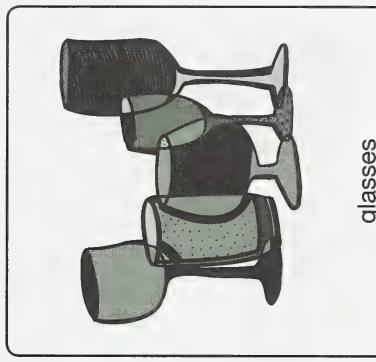
boxes



glasses



brushes



glasses

When a word ends with x, sh, ss, or ch, the letters es are added to make the plural.

Read the words below. Rewrite each word as a plural. Add an s or an es to make each word a plural. Think about the rule above.

11. patch _____

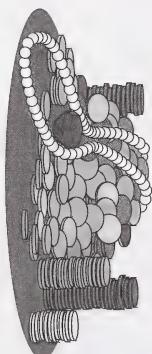
jewel _____

chest _____

watch _____

fox _____

cross _____

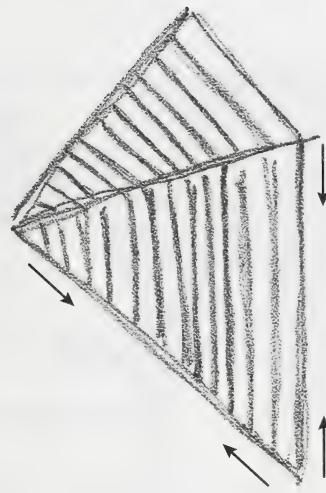


Go to your Phonics book to do more work with plurals. Read the instructions carefully and do page 98.

Handwriting

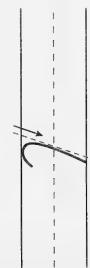
You will practise the capital letter K today.

Warm up by drawing the pyramid. Use push-and-pull strokes to make at least three pyramids.



This warm-up activity should be done on the chalkboard or whiteboard.

- The letter K starts just like an M. Its downstroke is on a slant.



- Lift your pencil and start the second stroke at the top line. It meets the first downstroke at its centre.

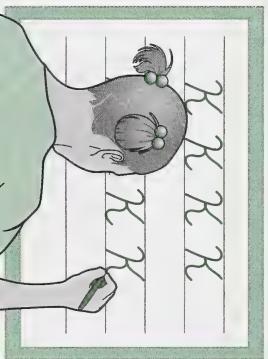


- Then curve down and swing up halfway to the interline. Keep the curves on the correct slant.



Demonstrate how to form the letter K on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.



curve and slant down, lift,
curve left, touch, curve right,
and swing

Keep practising until you can make a very good K in handwriting



Take out your interlined notebook or interlined paper.

Check the student's posture, paper position, and pencil grip.

Get ready to try some K's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Practise at least two rows of K's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try writing a sentence. Notice how the K is joined to the letters that follow it.

Kelly has a friend named Kyle.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Grade Three Mathematics.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Map Skills

If you have a real compass in your home, use it to introduce your student to intermediate directions (southwest, southeast, northwest, northeast).

intermediate: being or coming in between; midway or mid-level

You know how to use the directions north, south, east, and west to find places on a map. You know how to use a map compass too.

Have you noticed that some map compasses have arrows or marks between the main directions? These are called **intermediate** directions. They can be used to tell directions even more exactly.

The mark between south and west is southwest. The short way of writing it is SW.

The mark between south and east is southeast. The short way of writing it is SE.



12. The mark between north and west is _____.

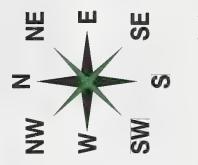
The short way of writing it is _____.

13. The mark between north and east is _____.

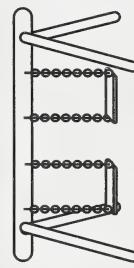
The short way of writing it is _____.

Write the intermediate directions on the compass above.

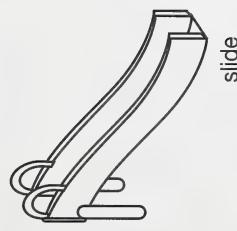
Look at this map of a park.



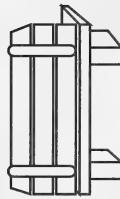
map compass



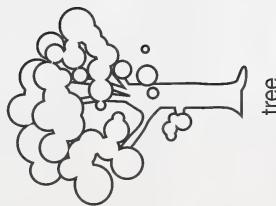
swings



slide



bench



tree

14. The slide is **NE** **NW** **SW** **NW** of the swings.
15. The bench is **SW** **SE** **NW** of the slide.
16. The bench is **W** **E** **N** of the tree.

Refer to the Home Instructor's Guide for instructions.



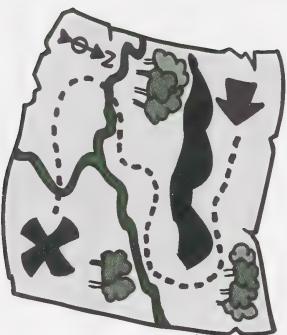
Would you like to go on a treasure hunt? Your home instructor will play a game with you and then give you a map. Follow the instructions carefully.

Treasure Map

Think back to the diary of the young boy you read earlier today. He made a map so that he would be able to find the cave where he hid the treasure.

Discuss the sample map and the instructions with the student. Tell the student that he or she will design a treasure map. Encourage the student to be imaginative as the map is created.

Here's an example of a treasure map and instructions:



Instructions:

- Stay to the north of the hills.
- Turn south at the four birch trees.
- Go southwest along the creek past the fork.
- Cross the creek and turn east.
- Cross the creek again, and you're there.



Go to Assignment Booklet 4B to draw your own map.
Do Assignment 10: Treasure Map.

Edit Your Story

On Day 16 you wrote a story about the adventures of a sailor from a Spanish galleon.

Read through your story. Think about the events. Do the events follow in order? Does the story make sense? Can the reader imagine what it was like?

You may want to add more details to your story to make it more interesting or exciting.

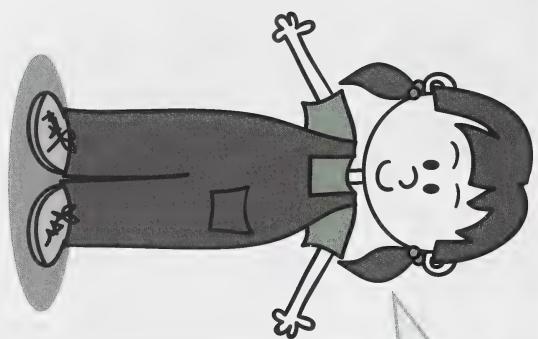
Listen to my story.
A sailor named Gino worked on a galleon. The galleon left the island. Some pirates came. They made Gino walk the plank. Luckily, Gino was a good swimmer and swam to shore. The end.

Your story would be more interesting if you added more details about the sailor, the ship, and the pirates.

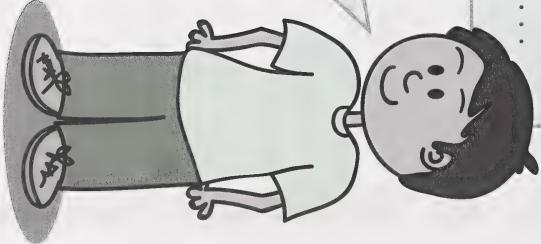


Is this better?

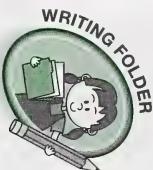
A shy young boy named Gino had learned a lot about sailing over the last few weeks of the trip. He had grown to love the beautiful Spanish galleon called Maria. On a sparkling, cloudless day they pulled up the anchor and sailed east towards Spain. Gino was so happy to be heading home. He longed to share his adventures with his family. Suddenly, out of nowhere, a small ship appeared . . .



That is much
better! Keep going!



After you have added more details, read through your story one more time. Check your spelling and punctuation. Be sure that you have used complete sentences and descriptive words.



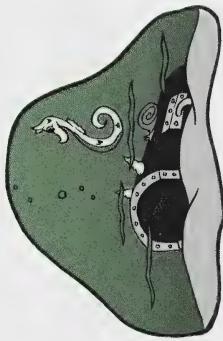
Put the story into your Writing Folder.
You will rewrite it and illustrate it on Day 18.

Story Time

Find a comfortable spot. Enjoy the story that your home instructor reads to you.

Looking Back

Did you like going on a treasure hunt and creating a treasure map? Do you understand how to use intermediate directions? What did you enjoy most today?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

intermediate: being or coming in between; midway or mid-level

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Day 18

That's What's Happening!

You have learned a lot about what is happening under the surface of the Earth and the oceans. Today you will look back on some of the things that you learned. You will rewrite your story and illustrate it too.



Getting Started

Read the poem.

Big tunnels, small tunnels, even living room tunnels.
Big fish, small fish, even sneaky trumpet fish.
Big rocks, little rocks, even sparkly, shiny rocks.
Researching, preparing, even different ways of sharing!



You have learned many ways to gather, organize, and share information.

1. I like to gather information by

- reading non-fiction articles
- doing experiments or tests
- using a dictionary or encyclopedia
- interviewing someone
- going on a field trip

2. I like to organize information using

- a chart
- a web
- a map
- headings

3. To share information I like to

- do an oral report
- write an article
- draw a mural or pictures

Water Transportation in the Past

On Day 16 you talked about ways that goods were transported. Read the following article to find out more about water transportation in the past.

Long ago, before there were roads, water was often used to transport goods or to travel from one place to another.

The Inuit paddled through the treacherous Arctic Ocean in kayaks and umiaks. These small boats were made by stretching animal skins over a light wood or bone frame. They were used to hunt, fish, and transport food.

Canadian First Nations people paddled birchbark canoes across lakes and up and down rivers. They used the canoes to fish, travel to new hunting grounds, and trade with others.



Spanish sailors sailed across the fierce Atlantic Ocean in large galleons. The many sails on these large sailboats helped the Spanish explore the Americas. The gold and silver from the empires of the Inca and Aztecs was carried back to Spain.

You know how to use context, a dictionary, and an encyclopedia to gather information. Use your favourite methods to complete the Water Transportation Chart in your Assignment Booklet. Reread the article if you need to.



Go to Assignment Booklet 4B. Do Assignment 11: Water Transportation Chart.

Rewrite Your Story



Take out the story that you wrote about the Spanish sailor.

If the student chooses to use the computer, print the story and include it with the other items to Submit listed at the end of Assignment Booklet 4B.

It's time to rewrite your story. You can use a word-processing program on the computer or you can write it in your neatest printing on lined paper. If you haven't already made up a title, do that too. Try to write a title that will capture the reader's interest.

After you rewrite the story, remember to proofread it to check for mistakes. You will send it to your teacher later today.



Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 4B. Do Assignment 12: Spelling Test.

You are expected to spell these words correctly whenever you write them.

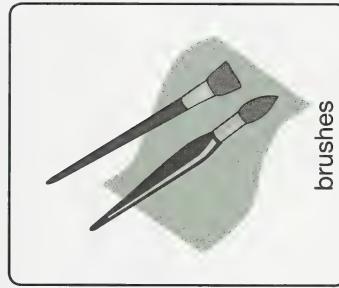
You can use your Writing Dictionary to check the spelling if you forget.

Phonics

You learned that plural nouns may end in an s or an es.

4. Write the rule that you learned about adding es.

If the student does not remember the rule, ask him or her to check under the Phonics heading on Day 17 or on page 98 in *Modern Curriculum Press Phonics*.



brushes

Change the words below into plural nouns to finish the sentences.

treasure patch reef box galleon

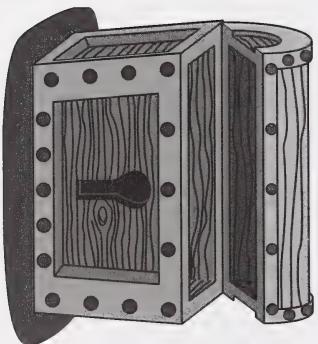
5. Many _____ from the Concepción are displayed in museums.

6. A fleet of ten _____ sank off the coast of Florida.

7. The spots and _____ of coloured skin on a lizard fish help it hide.

8. Coral _____ provide homes to thousands of animals.

9. Sunken treasure is sometimes discovered in wooden _____.



Handwriting

You will review the capital letters that you have learned.

Write the letters M, N, H, and K on the chalkboard. Try chanting the strokes as you write each one. Your home instructor will watch.



Take out your interlined notebook or interlined paper.

Your home instructor will tell you which letters need to be improved. In your notebook or on paper, write a row of each letter that you need to practise. Try chanting the strokes as you write.



Go to Assignment Booklet 4B. Do Assignment 13: Handwriting.



Go to Grade Three Mathematics.

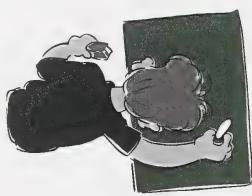
Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Check Out Chalk

Did you know that chalk is made from a kind of limestone? Chalk is a very soft rock. You found out that it contained carbonates when you did a vinegar acid test on it.

You know that you can use chalk to write and draw on the chalkboard. Have you ever used chalk on paper? Today you'll use it to make an illustration for your story about the Spanish sailor.

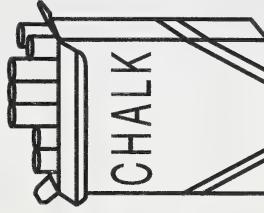


Your home instructor will tell you about today's physical activity.



Gather the following materials:

- liquid starch or buttermilk
- water
- sugar
- two small bowls
- coloured chalk
- construction paper



Follow the directions.

- Put 84 mL (one-third cup) of sugar and 125 mL (one-half cup) of water into a bowl. Stir well to mix.
- Put about 125 mL (one-half cup) of liquid starch or buttermilk into another bowl.

- Spend some time experimenting with different types of lines and shapes drawn with the chalk. Try using the chalk dry, dipped in starch or buttermilk, and dipped in the sugar water. How are the colours different when you use each material? Try using the chalk on different colours of paper as well.

- Reread your story and think about the illustration that you would like to create. Think about how you will use the chalk to draw each of the elements in your illustration. Think about what colour of paper you will use.

- Use wet and dry chalk to create your drawing.

- Display your drawing or put it in your Art Folder.

Discuss the differences in the tone of the colours when the chalk is used dry and wet.

Help the student plan where to use wet and dry chalk. The chalk dipped in sugar water should be most intense. The dry chalk provides softer colour.

When completed, the picture may be sprayed lightly with hairspray to keep the dry chalk from smearing.

Sharing Your Work

You have learned many things in Module 4. Look back at the work in your Writing Folder, Art Folder, Assignment Booklet, and Student Module Booklet.

You have written and illustrated stories and articles, classified and tested rocks, worked with maps, and created a mural. You have discovered facts about the Inuit and undersea life.

You may want to save the examples the student has chosen in a special folder or portfolio. Later in the year, you can use the samples to discuss improvements.

It's time to share your work with your family. You may want to read one of your stories or reports or to talk about your crystal garden. You may want to display your mural and discuss what you learned about undersea animals. Pick two examples of your work that you are especially proud of. Tell your family why you chose each example.



Go to Assignment Booklet 4B. Complete the Student Learning Log.

Story Time

Find a comfortable spot. Listen as your home instructor reads.



Looking Back

You have learned a lot about reading for information. Are you finding it easier to read and remember information now? What is most difficult for you when you read?



Journal Entry

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 4B. Use the items to submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 4B to the teacher.

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Module Summary

You deserve a salute! Congratulations on completing Module 4.

In this part of the module you learned how to

- spell and read contractions
- form plural nouns
- identify rocks and minerals
- write topic sentences and supporting sentences
- find out where packaged food comes from
- use intermediate directions
- draw with chalk



Grade Three Thematic

Module 4B:
Appendix

Mineral Chart

| | Sample A | Sample B | Sample C | Sample D | Sample E | Sample F |
|---------------|----------|----------|----------|----------|----------|----------|
| Colour | | | | | | |
| Hardness | | | | | | |
| Lustre | | | | | | |
| Vinegar Test | | | | | | |
| Streak Test | | | | | | |
| Magnetic Test | | | | | | |



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